



All Saints C.E. (A) Primary School
Developing Teaching and Learning

*“One child, one teacher one book, one pen can change
the world.”*



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Please note, due to our Covid 19 Risk assessment, the monitoring of teaching and learning may not be monitored as described in this booklet until it is safe for those observing to enter across other year group bubbles.

At All Saints Primary School, we are committed to high quality teaching and learning to raise standards of achievement for all children. **Together we aspire, believe, explore and achieve.**

Learning is the purpose of the whole school and is a shared commitment. At All Saints Primary School, we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning.

We believe that good teaching and learning aims to;

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements;
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes;
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being;
- develop children's confidence and capacity to learn from mistakes and work independently and collaboratively;
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;
- encourage children to value the diversity in our society and the environment in which they live;
- encourage children to become active and responsible citizens, contributing positively to the community and to society.

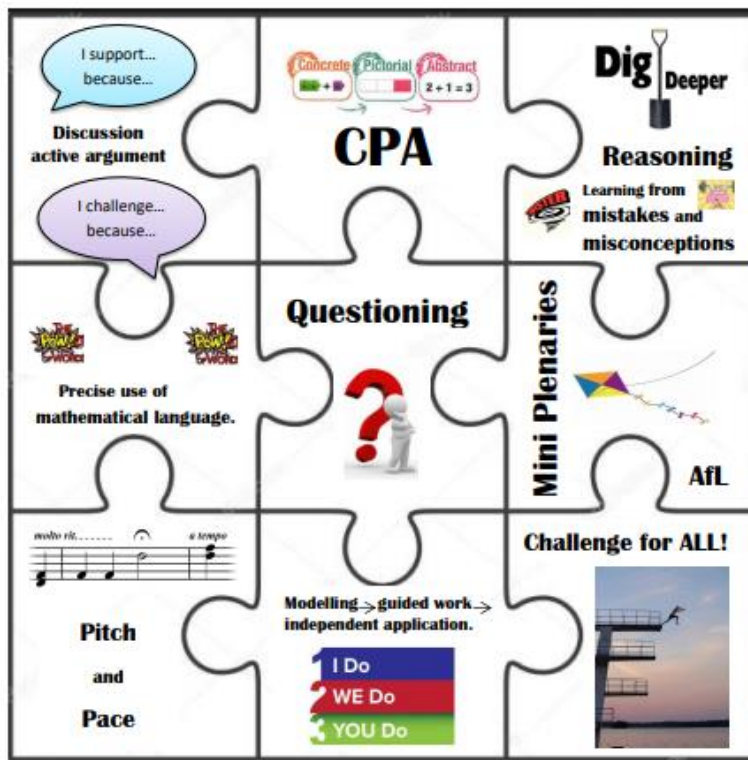
What does good teaching and learning look like at All Saints?

Below is information about our inclusive provision at All Saints and what we provide to enable all learners to achieve.

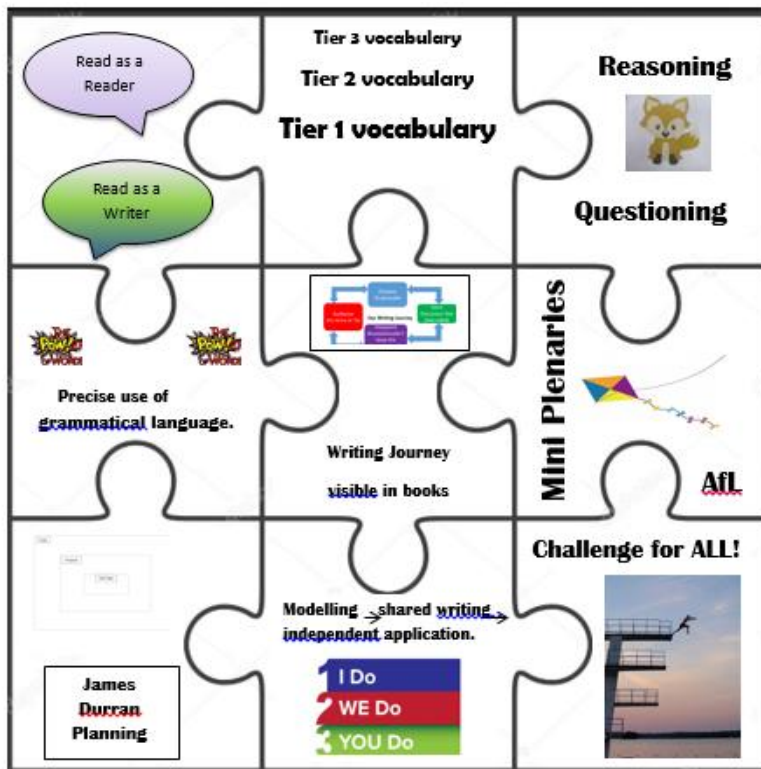
<p>Quality first teaching. The most qualified should oversee teaching for the children who need the highest support.</p>	<p>All classes have a visual timetable that is used to show the routine of every day.</p>	<p>Use of concrete and pictorial representations.</p> <p>Multi-sensory teaching approaches.</p>
<p>Challenge for all.</p> <p>Questioning gets children to think hard.</p>	<p>Use of tools/ scaffolding (see ideas below for English)</p> <p>Children are given clear and precise instruction.</p>	<p>Ensure all staff are given clear information to support learning (see 'Getting to grips with classroom support' from 2018.)</p>
<p>Active and engaging learning. Children do not have to sit and listen for long periods of time (consider Kagan ideas).</p>	<p>Assessment for learning means lessons are pitched effectively.</p> <p>Identify and act upon gaps in learning.</p>	<p>Feedback moves learning on.</p> <p>Appropriate feedback for the learner (e.g. verbal, visual or simple next step).</p>
<p>Interventions should be measurable and show impact!</p> <p>Same day Intervention.</p>	<p>Parents and child voice. SEND Pupil Profiles are reviewed regularly with parents and children involved.</p>	<p>Outside agency advice is used to support learning.</p>

Math's at All Saints

We use a Math's Mastery approach at All Saints. These are the fundamental aspects within our math's lessons at All Saints School.



English at All Saints



Planning for quality teaching and Learning (please see our school curriculum intent)

At All Saints Primary School, we are committed to following the programmes of study as required by the National Curriculum 2014. A cycle of National Curriculum Programmes of Study is drawn up by staff and is carefully balanced to ensure full coverage of the National Curriculum, PSHE and RE. We follow a cross curricular approach to learning where some subjects are taught through a topic and some are covered as discrete subjects. Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Plans are based upon previous assessment data, pupil need and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study.

Key subject leaders are responsible for:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Headteacher on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through reading and attending relevant courses.

Learning Environment

The learning environment will be managed in such a way as to facilitate different styles of learning. All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding. The classroom will be organised to facilitate learning and the development of independence. Opportunities will be made for;

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed ability, friendship, etc);
- one to one teaching;
- verbal feedback
- collaborative learning in pairs or groups;
- independent learning.

Scaffolding learning

At our school we use support and challenge every lesson to make sure that all children are successful in their learning. Differentiation means adapting the lesson so that all children can access the learning and learn to their full potential. This means supporting children who may find the lesson tricky and also challenging everyone to learn something new and extend their knowledge.

We adapt teaching in a variety of ways, to make sure all of our children are actively engaged in and enjoying their learning. Here are some examples of strategies that we use to provide support and challenge to learners:

Outcome	<p>At our school we ...</p> <ul style="list-style-type: none">• produce different work for the same activity• value different amounts of work• set different targets for the same activity
Interest	<p>At our school we ...</p> <ul style="list-style-type: none">• use a child's interest in an activity• are flexible in following a child's interests during an activity• use a child's interests in reward schemes
Pace/Time	<p>At our school we ...</p> <ul style="list-style-type: none">• allow time to process information and language• allow time to complete an activity• give thinking time• set time aside for consolidation groups• use predicted text software to increase speed.
Task	<p>At our school we ...</p> <ul style="list-style-type: none">• use verbal and visual supports• vary presentation of tasks e.g. break activity into small steps.• support/extension and reinforcement activities• use a task management board• have clear success criteria
Support	<p>At our school we ...</p> <ul style="list-style-type: none">• use adult/peer support• use task prompts and checklists to develop independence• use verbal and visual prompts in activities• scribe work for children as needed
Resources	<p>At our school we ...</p> <ul style="list-style-type: none">• use different resources in activities• have access to a wide range of resources• use specialist resources (e.g. Pencil grips, writing slopes, move and sit cushions, listening aids).

- plan practical activities (we have maths boxes for every lesson full of practical resources)
- encourage the children to choose the resources that will help them

Recording

At our school we ...

- use different ways for a child to record e.g. verbal, written, pictures, photos, ICT, video, ipads, laptops, talking tins
- scribe for children if they need it
- have a class Ipad and laptop for children to use
- use predicted text software to increase speed

Organisation

At our school we ...

- consider the physical layout of the learning environment
- plan individual/paired/group or whole setting activities
- have indoor and outdoor activities
- plan child or adult led activities
- access resources – screen/concentration station
- use sensory dens to make sensory areas in classrooms

Language

At our school we ...

- encourage complexity, level and length
- use visual and verbal strategies
- use signing and gestures to help clarify
- use clear facial expressions
- pre-teach key language

Staff Development

We are committed to developing teaching and learning across our school and we are on a constant journey of improvement. We develop staff at All Saints through a range of professional development opportunities. At All Saints School, we use a tiered approach to developing teaching and learning practice.

The tiered approach performs several key leadership tasks:

- provides a clear and simple framework for CPD
- develops a shared language for professional dialogue over time
- gives responsibility (largely) to teachers for improving performance in the classroom
- it gives time to school leaders to focus their efforts where they are most needed
- embeds a system of SPD within the school that values those teachers who are doing well and releases time and resources to support others
- Promotes the ethos and values of a school omitted to continuous whole school improvement.

This approach makes very efficient use of time and resources, especially for senior leaders. Its use is recommended where:

- a baseline for the quality of teaching across the school is established (i.e. you know which of the three categories each teacher falls into)
- the whole-school areas of concern in pupils' work are known (i.e. you know where to focus the scrutiny during the lesson observation)
- the overall quality of planning is at least good across the school (Planning becomes a concern only if observer feels it had a bearing on the quality of teaching and learning observed).

Aims of monitoring Teaching and Learning:

To gain an in-depth understanding of the quality of teaching and learning within each classroom.

- To move teaching and learning forward by providing quality feedback through professional discussion.
- To identify where teaching and learning need to improve and put in place strategies to support and develop.
- To ensure that outcomes are the best that they can be through quality first teaching.
- To support professional development and inspire teachers to progress in their own practice

Monitoring Teaching and Learning- the process.

Leaders at All Saints want to see business as usual in classrooms. Therefore, we carry out lesson observations and drop ins' regularly without always pre-preparing times with teachers. This is intended to be a supportive process.

Step 1

At the beginning of the lesson, the observer selects 3 'target' pupils that the observer will concentrate on during the lesson; a previously Low Attaining Pupil (Pupil A), a previously Middle Attaining Pupil (Pupil B) and a previously High Attaining pupil (Pupils C).

Step 2

Observer spends time in the lesson observing learning, talking with pupils and looking through books.

Step 3

At the end of the observation, the observer will talk to and thank the teacher, other adults and the children before taking out the 3 target pupils to discuss their work in the light of the focus for the lesson and its impact on their learning (a questionnaire is provided for this activity).

Step 4

With the information gathered from the observation, looking at the pupils' books and the discussion with the targeted pupils, the observer completes most of the feedback form.

Step 5

Observer then reflects on the lesson and plans initial questions for the professional dialogue. (Where possible, observer gives the teacher examples of questions to be discussed to provide time for personal reflection prior to the meeting.)

Step 6

Hold a professional dialogue with the teacher around the outcomes from the observation, book looks and discussion with the target pupils.

Step 7

Teacher agrees area(s) for improvement. These are added to the feedback form, together with any identified support or training needs (CPD).

Step 8

Once completed, the feedback form is shared with the member of staff (via Google Drive).

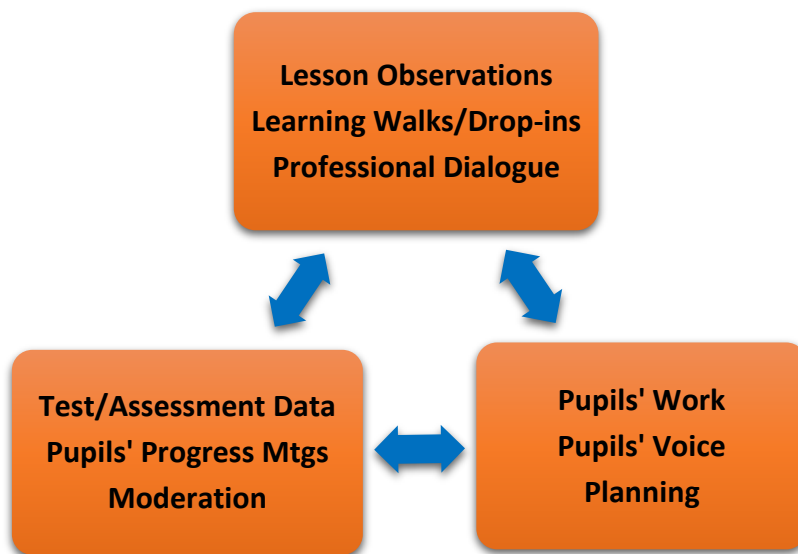
Step 9

Teacher completes suggested CPD and any follow up visits are planned in if necessary.

NB

At the end of the academic year. Teachers complete an evaluation form to give school leaders feedback on the impact of the process on their professional development and on the outcomes for their pupils.

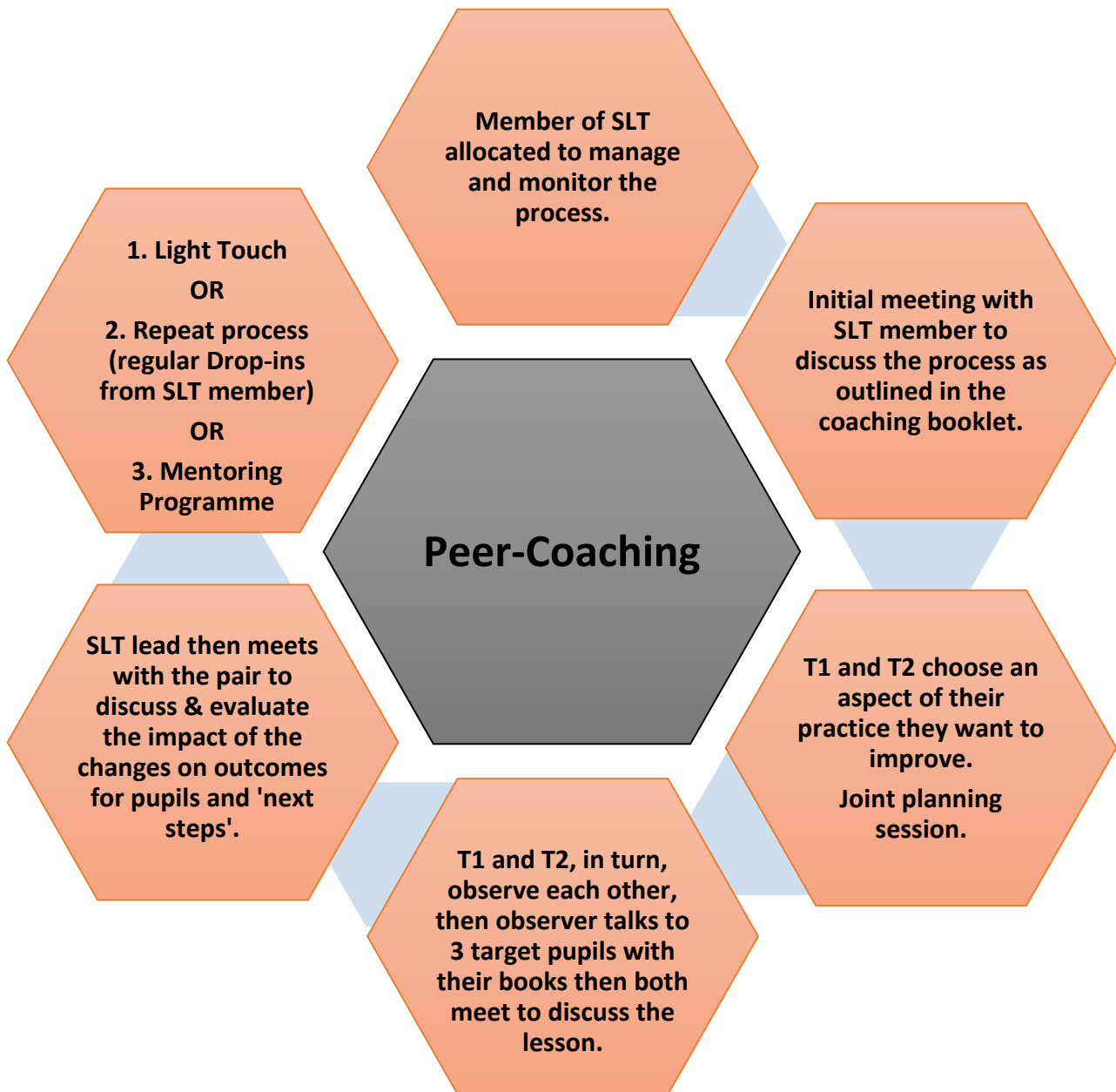
Triangulation: Evaluating Outcomes for Teaching and Learning



A 3-Tiered Approach to CPD

Tier 1





Tier 3



Good and Outstanding Teaching – Teacher self-evaluation

The characteristics of Good and <i>Outstanding</i> Teaching	
Expectations	<ul style="list-style-type: none"> ● I communicate learning intentions clearly and expect and encourage all pupils to work with positive attitudes so that they apply themselves and make good progress. ● <i>I am determined that all pupils achieve well, recognise their efforts and ensure they take pride in all aspects of their work, maintaining consistently high expectations of their attitudes to learning.</i>
Knowledge and Understanding	<ul style="list-style-type: none"> ● I demonstrate secure subject knowledge and provide clear instructions and explanations. ● <i>I demonstrate a deep knowledge and understanding of the subjects I teach and inspire learning.</i>
Questioning and Explanations	<ul style="list-style-type: none"> ● I use questioning skillfully to probe pupils' responses, reshape tasks and explanations and tackle misconceptions so that pupils better understand new concepts and build on their strengths. ● <i>I use questioning highly effectively, encourage pupils to ask challenging questions and answer them accurately or direct them to find out for themselves or from each other.</i>
Engagement Support and Challenge	<ul style="list-style-type: none"> ● Pupils focus well on their learning because tasks I set are stimulating, relevant and differentiated to meet the needs of and challenge all pupils. ● Additional adult support is planned, used well and targeted pupils make good progress as a result. ● <i>Pupils love the challenge of learning and are resilient to failure and thrive in lessons.</i> ● <i>Pupils are curious, interested learners who are encouraged to persevere to solve problems and seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.</i> ● <i>Additional adult support is accurately directed and makes a significant contribution to learning and targeted pupils make sustained and substantial progress as a result.</i>
Teaching and Skill Development	<ul style="list-style-type: none"> ● I get lessons off to a good start, use time well and keep up a good pace in the learning throughout the lesson. ● I develop, consolidate and deepen pupils' knowledge, understanding and skills, giving sufficient time for them to review what they are learning and to develop further. ● I develop pupils' reading, writing, communication and mathematics well across subjects and ensure the teaching of phonics is effective in enabling pupils to tackle unfamiliar words. ● I give pupils time to apply their learning in new ways that stretches their thinking across a wide range of subjects and experiences. ● I promote equality of opportunity and diversity in my teaching and learning. ● <i>My teaching embeds reading, writing and communication and mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.</i> ● <i>My phonics teaching is highly effective in enabling pupils to tackle unfamiliar words.</i> ● <i>I introduce subject content progressively and constantly demand more of pupils, providing them adequate time for practice to embed their knowledge, understanding and skills securely.</i> ● <i>The resources and teaching strategies I use reflect and value the diversity of my pupils' experiences.</i>
Outcomes	<ul style="list-style-type: none"> ● Pupils make consistently good progress, developing secure knowledge and understanding. ● From different starting points, the proportions of pupils making and exceeding expected progress in English and in Mathematics are close to or above national figures. ● Progress is above average or improving across most subject areas for all pupils and disadvantaged. ● Vast majority of disadvantaged pupils make similar or improving progress in relation to other pupils nationally. ● Where attainment overall is low, it shows consistent improvement. ● Pupils read widely and often, with fluency and comprehension appropriate to their age. ● <i>Pupils make substantial and sustained progress, developing excellent knowledge and understanding.</i> ● <i>Progress across the curriculum of disadvantaged pupils is improving towards that of other pupils.</i>

	<ul style="list-style-type: none"> ● <i>Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way- they can hold thoughtful conversations about them with each other and adults.</i> ● <i>Pupils read widely across subjects to a high standard, with age appropriate fluency and comprehension.</i> ● <i>Progress is above average across nearly all subjects for all pupils and especially disadvantaged pupils.</i> ● <i>From each different starting point, the proportions of pupils making and exceeding expected progress in English and in Mathematics are high compared with national figures.</i> ● <i>The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly.</i>
AfL and Formative Assessment	<ul style="list-style-type: none"> ● Pupils commit to improving their work and I actively involve them in self and peer assessment. ● Through a range of formative assessment strategies and activities, I identify and support effectively those pupils who start to fall behind and intervene quickly to help them improve. ● <i>I check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support to any pupil who is falling behind, enabling almost all to keep up.</i>
Behaviours for Learning	<ul style="list-style-type: none"> ● Pupils are confident, self-assured and show respect for the ideas and views of others. ● Pupils' enjoy learning, their attitudes are consistently positive and they make good progress as a result. ● Pupils take risks, develop the capacity to learn from mistakes and become keen learners as a result. ● Most pupils are willing to find out new information to develop, consolidate and deepen their learning. ● Pupils are punctual and prepared for lessons, take pride in their work, their school and their appearance. ● Pupils respond quickly to staff instructions and requests, allowing lessons to flow smoothly and uninterrupted. ● Pupils conduct themselves well and low-level disruption is rare. ● I and other adults tackle the rare use of derogatory or aggressive language quickly and challenge stereotyping. ● I encourage self-learning by setting homework appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come. ● <i>I manage pupils' behaviour highly effectively with clear rules that are consistently enforced: low-level disruptions are extremely rare.</i> ● <i>I quickly challenge stereotypes and the use of derogatory language in lessons and around school.</i> ● <i>Pupils are confident and their excellent attitudes to learning have a positive impact on their progress.</i> ● <i>Pupils' value their education and few are absent, they are proud of their achievements and of their school.</i> ● <i>Pupils discuss and debate issues considerately, showing respect for the ideas and points of view of others.</i> ● <i>Pupils' impeccable conduct results from the effective strategies I use to promote high standards of behaviour.</i>

Lesson Observation Prompt- good teaching and learning

	The characteristics of Good Teaching
Expectations	<ul style="list-style-type: none"> ● T communicates learning intentions clearly and expect and encourage all pupils to work with positive attitudes so that they apply themselves and make good progress
Knowledge and Understanding	<ul style="list-style-type: none"> ● T demonstrates secure subject knowledge and provides clear instructions and explanations.
Planning	<ul style="list-style-type: none"> ● T builds on prior learning and plans lessons that sustain pupils' interest and challenges their thinking so they learn well.
Questioning and Explanations	<ul style="list-style-type: none"> ● T uses questioning skilfully to probe pupils' responses, reshape tasks and explanations and tackles misconceptions so that pupils better understand new concepts and build on their strengths.
Engagement Support and Challenge	<ul style="list-style-type: none"> ● Pupils focus well on their learning because tasks set are stimulating, relevant and differentiated to meet the needs of and challenge all pupils. ● Additional adult support is planned, used well and targeted pupils make good progress as a result.
Enabling Self-learning	<ul style="list-style-type: none"> ● T sets homework, in line with the school's policy and appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
Teaching and Skill Development	<ul style="list-style-type: none"> ● T gets lessons off to a good start, uses time well and keeps up a good pace in the learning throughout the lesson. ● T develops, consolidates and deepens pupils' knowledge, understanding and skills, giving sufficient time for them to review what they are learning and to develop further. ● T develops pupils' reading, writing, communication and mathematics well across subjects and ensures the teaching of phonics is effective in enabling pupils to tackle unfamiliar words. ● T gives pupils time to apply their learning in new ways that stretches their thinking across a wide range of subjects and experiences. ● T promotes equality of opportunity and diversity in their teaching and learning.
Outcomes	<ul style="list-style-type: none"> ● Pupils make consistently good progress, developing secure knowledge and understanding. ● From different starting points, the proportions of pupils making and exceeding expected progress in English and in Mathematics are close to or above national figures. ● Progress is above average or improving across most subject areas for all pupils and disadvantaged. ● Vast majority of disadvantaged pupils make similar or improving progress in relation to other pupils nationally. ● Where attainment overall is low, it shows consistent improvement. ● Pupils read widely and often, with fluency and comprehension appropriate to their age.
AfL and Formative Assessment	<ul style="list-style-type: none"> ● Pupils commit to improving their work and I actively involve them in self and peer assessment. ● Through a range of formative assessment strategies and activities, T identifies and supports effectively those pupils who start to fall behind and intervenes quickly to help them improve.
Marking, feedback & pupil response.	<ul style="list-style-type: none"> ● T marks pupils' work regularly and gives them feedback ,in line with school policy, which they use well- they know what they do well, what they need to do to improve and how, and are given time to do so.
Behaviours for Learning	<ul style="list-style-type: none"> ● Pupils are confident, self-assured and show respect for the ideas and views of others. ● Pupils' enjoy learning, their attitudes are consistently positive and they make good progress as a result. ● Pupils take risks, develop the capacity to learn from mistakes and become keen learners as a result. ● Most pupils are willing to find out new information to develop, consolidate and deepen their learning. ● Pupils are punctual and prepared for lessons, take pride in their work, their school and their appearance. ● Pupils respond quickly to staff instructions and requests, allowing lessons to flow smoothly and uninterrupted. ● Pupils conduct themselves well and low-level disruption is rare. ● and other adults tackle the rare use of derogatory or aggressive language quickly and challenge stereotyping.

Lesson Observation Prompt- good and outstanding teaching and learning

The characteristics of Good and <i>Outstanding</i> Teaching	
Expectations	<ul style="list-style-type: none"> ● T communicates learning intentions clearly and expects and encourages all pupils to work with positive attitudes so that they apply themselves and make good progress. ● <i>T is determined that all pupils achieve well, recognises their efforts and ensures they take pride in all aspects of their work, maintaining consistently high expectations of their attitudes to learning.</i>
Knowledge and Understanding	<ul style="list-style-type: none"> ● T shows sound and secure subject knowledge and provides clear instructions and explanations. ● <i>T demonstrates deep knowledge and understanding of the subjects taught and inspires learning.</i>
Planning	<ul style="list-style-type: none"> ● T builds on prior learning and plans lessons that sustain pupils' interest and challenges their thinking so they learn well. ● <i>T plans lessons very effectively, maximises use of lesson time and co-ordinates lesson resources well.</i>
Questioning and Explanations	<ul style="list-style-type: none"> ● T uses questioning skilfully to probe pupils' responses, reshape tasks and explanations and tackles misconceptions so that pupils better understand new concepts and build on their strengths. ● <i>T uses questioning highly effectively, encourages pupils to ask challenging questions and answers them accurately or directs them to find out for themselves or from each other.</i>
Engagement Support and Challenge	<ul style="list-style-type: none"> ● Pupils focus well on their learning because tasks set are stimulating, relevant and differentiated to meet the needs of and challenge all pupils. ● Additional adult support is planned, used well and targeted pupils make good progress as a result. ● <i>Pupils love the challenge of learning and are resilient to failure and thrive in lessons.</i> ● <i>Pupils are curious, interested learners who are encouraged to persevere to solve problems and seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.</i> ● <i>Additional adult support is accurately directed and makes a significant contribution to learning and targeted pupils make sustained and substantial progress as a result.</i>
Enabling Self-learning	<ul style="list-style-type: none"> ● T sets homework, in line with the school's policy and appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come. ● <i>T sets challenging homework, in line with the school's policy and appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils for work to come.</i>
Teaching and Skill Development	<ul style="list-style-type: none"> ● T gets lessons off to a good start, uses time well and keeps up a good pace in the learning throughout the lesson. ● T develops, consolidates and deepens pupils' knowledge, understanding and skills, giving sufficient time for pupils to review what they are learning and to develop further. ● T develops pupils' reading, writing, communication and mathematics well across subjects and ensures the teaching of phonics is effective in enabling pupils to tackle unfamiliar words. ● T gives pupils time to apply their learning in new ways that stretches their thinking across a wide range of subjects and experiences. ● T promotes equality of opportunity and diversity in teaching and learning. ● <i>Teaching embeds reading, writing and communication and mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.</i> ● <i>Phonics teaching is highly effective in enabling pupils to tackle unfamiliar words.</i> ● <i>T introduces subject content progressively and constantly demands more of pupils, providing adequate time for practice to embed the pupils' knowledge, understanding and skills securely.</i>

<p>Outcomes</p>	<ul style="list-style-type: none"> ● <i>Resources and teaching strategies reflect and value the diversity of pupils' experiences.</i> ● Pupils make consistently good progress, developing secure knowledge and understanding. ● From different starting points, the proportions of pupils making and exceeding expected progress in English and in Mathematics are close to or above national figures. ● Progress is above average or improving across most subject areas for all pupils and disadvantaged. ● Vast majority of disadvantaged pupils make similar or improving progress in relation to other pupils nationally. ● Where attainment overall is low, it shows consistent improvement. ● Pupils read widely and often, with fluency and comprehension appropriate to their age. ● <i>Pupils make substantial and sustained progress, developing excellent knowledge and understanding.</i> ● <i>Progress across the curriculum of disadvantaged pupils is improving towards that of other pupils.</i> ● <i>Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way- they can hold thoughtful conversations about them with each other and adults.</i> ● <i>Pupils read widely across subjects to a high standard, with age appropriate fluency and comprehension.</i> ● <i>Progress is above average across nearly all subjects for all pupils and especially disadvantaged pupils.</i> ● <i>From each different starting point, the proportions of pupils making and exceeding expected progress in English and in Mathematics are high compared with national figures.</i> ● <i>The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly.</i>
<p>AfL and Formative Assessment</p>	<ul style="list-style-type: none"> ● Pupils commit to improving their work and the T actively involves them in self and peer assessment. ● T, through a range of formative assessment strategies and activities, identifies and supports effectively those pupils who start to fall behind and intervenes quickly to help them improve. ● <i>T checks pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support to any pupil who is falling behind, enabling almost all to keep up.</i>
<p>Marking, feedback & pupil response.</p>	<ul style="list-style-type: none"> ● T marks pupils' work regularly and gives them feedback ,in line with school policy, which they use well- they know what they do well, what they need to do to improve and how, and are given time to do so. ● <i>T provides pupils with incisive feedback, in line with the school's assessment policy, about what they can do to improve their knowledge, understanding and skills and they use this feedback effectively.</i> ● <i>Pupils are eager to know how to improve and capitalise on opportunities to use feedback to improve.</i>
<p>Behaviours for Learning</p>	<ul style="list-style-type: none"> ● Pupils are confident, self-assured and show respect for the ideas and views of others. ● Pupils' enjoy learning, their attitudes are consistently positive and they make good progress as a result. ● Pupils take risks, develop the capacity to learn from mistakes and become keen learners as a result. ● Most pupils are willing to find out new information to develop, consolidate and deepen their learning. ● Pupils are punctual and prepared for lessons, take pride in their work, their school and their appearance.

- Pupils respond quickly to staff instructions and requests, allowing lessons to flow smoothly and uninterrupted.
- Pupils conduct themselves well and low-level disruption is rare.
- T and other adults tackle the rare use of derogatory or aggressive language quickly and challenge stereotyping.
- *T manages pupils' behaviour highly effectively with clear rules that are consistently enforced.*
- *T is quick to challenge stereotypes and the use of derogatory language in lessons and around school.*
- *Pupils are confident and their excellent attitudes to learning have a positive impact on their progress.*
- *Pupils value their education and few are absent, they are proud of their achievements and of their school.*
- *Pupils discuss and debate issues considerately, showing respect for the ideas and points of view of others.*
- *Pupils understand how their education equips them with the behaviours and attitudes necessary for success.*
- *Pupils' impeccable conduct reflects the teacher's effective strategies to promote high standards of behaviour.*
- *Pupils are self-disciplined and incidences of low-level disruption are extremely rare.*

What does Good or better than Good Teaching and Learning look like in planning and in pupils' work?

Teacher _____
Date _____

Year Group _____
Initials of person monitoring _____

What does Good learning look like in pupils' work ?			
Pupils are making good or better progress in their learning.			
The teacher and other adults set and maintain high expectations and this is clearly evident in the pupils' high standard of work.			
Learning is pitched appropriate to the pupils' levels of ability, enables good or rapid progress to be made and closes 'gaps in learning'.			
All Saints School's marking policy is applied with consistency.			
All Saints School's presentation policy is adhered to with consistency.			
All pupils are given clear and concise feedback (verbal or written) so they know what they have done well, what they need to do next to improve and are supported in doing so.			
Pupils willingly engage with their feedback, respond to it in good time and it is checked & initialed by an adult.			
Pupils are actively and effectively involved in peer and self-assessment, regularly.			

What makes effective planning to support teaching and learning?	
Learning intentions are clear and age-appropriate.	
The lesson content, designed activities and quality resources support the learning intention(s) and provides a cohesive learning journey.	
Lessons are planned to offer support and challenge to enable all children to access the learning and achieve well.	
Lesson planning builds on prior learning and is adapted in response to formative assessment in previous lessons and annotations on plans show how teaching is reshaped or redirected to maximise learning.	
Lessons are planned to sustain pupils' interest and challenge their thinking so they learn well.	
Adult support is well planned and accurately targeted to support learning for identified pupils.	

Additional comments:

Pupil Voice Questions (to be asked as part of the lesson observation outcomes- can be adapted for age/ needs of pupil)

Pupil A- Name:

What did you enjoy most about that lesson?

What did you learn in the lesson? What can you do now that you couldn't do before the lesson?

How do you know you have improved? Can you explain that to me?

What did say or do in the lesson that helped you (had an impact) with your learning?

Is there anything in the lesson you would change/improve? Why would you change that?

Pupil B- Name:

What did you enjoy most about that lesson?

What did you learn in the lesson? What can you do now that you couldn't do before the lesson?

How do you know you have improved? Can you explain that to me?

What did say or do in the lesson that helped you (had an impact) with your learning?

Is there anything in the lesson you would change/improve? Why would you change that?

Pupil C- Name:

What did you enjoy most about that lesson?

What did you learn in the lesson? What can you do now that you couldn't do before the lesson?

How do you know you have improved? Can you explain that to me?

What did ... say or do in the lesson that helped you (had an impact) with your learning?

Is there anything in the lesson you would change/improve? Why would you change that?

Evaluating the Quality of Learning

Teacher:		Observers:		Date and time:	
Year group:		Subject:		Number of pupils: SEN PP EAL	
Support staff or teaching assistants (TAs):					
Focus of observation:					
Focus Child A (Previously low attainer)					
Focus Child B (previously middle attainer)					
Focus Child C (previously high attainer)					
Key strengths (related to the focus of the lesson):					
Observation					
•					
•					
•					
Books					
•					
•					
•					
Pupil Discussion (see notes from discussion)					
•					
•					
Data					
•					
<i>This box should be completed <u>after</u> the professional dialogue.</i>					
Agreed areas for development: (from evidence collected looking in books, talking to pupils and observations in the classroom)					
•					
•					
•					
Agreed CPD (in order to develop areas above)					
•					
•					
Pathway of support (please highlight with member of staff, following the professional dialogue)					
Light Touch		Coaching Programme		Mentoring Programme	
Signed (Observer) (Teacher)					

Learning Walk Record

Focus Questions	Insert focus questions here	Insert focus questions here
Insert year groups here		

Focus:

Strengths

Areas for development

Suggested CPD

Drop-in Record

Teacher _____

Year Group/Class: _____

Date: _____

Who else is involved? _____

Focus area identified from lesson observation	Notes	Further actions.... Is another drop in necessary?

Professional Dialogue – How do we lead development through learning conversations at All Saints School?



Done well, professional dialogue can have enormous benefits. It provides an invaluable context to reflect upon and discuss in detail the teaching and learning that happens in classrooms. Its purpose - as an agent for insight, learning and change - is to lift performance.

The Framework- see → hear → speak

SEE *build trust and rapport with your colleague*

HEAR *ensure your colleague feels valued and that their views have been heard*

SPEAK *communicate your own message in a clear and compelling way.*

Active Listening - listening is key to all effective communication

Active listening requires the listener to fully concentrate, understand (i.e. reflect and process), respond and remember what has been said:

- be present- face the speaker and maintain eye contact (*give your undivided attention*)
- be attentive but relaxed (*screen out your internal voice and external distractions*)
- focus on what is being said (*let go of your own agenda*)
- keep an open mind (*be curious rather than judgmental or jumping to conclusions*)
- don't interrupt and don't impose solutions (*it's a conversation not a contest*)
- wait for the speaker to pause to ask clarifying questions
- ask questions only to ensure understanding (*keep to the point, avoid side-tracking*)
- playback what is said to show understanding (*use their own words, nod, 'hmmm, yes, etc.*)
- try to feel what they are feeling (*empathy, mirroring, 'reflect the story, feelings and values'*)
- pay attention to nonverbal cues (*facial expressions, posture, gesticulation, etc.*).

Questions

Although all types of questions have a place in a coaching conversations, it is important to know why you are asking the question and what it will lead to. Ultimately, questions should serve to initiate and inspire the insight, learning and change that will move your colleague forward.

Open Questions.

These are questions that start with Who, What, When, Where, Why and How. These types of questions are designed to allow answers that are more open with the scope of the information provided.

Closed Questions

These are questions that provide a closed selection of answers – traditionally yes, no or 'I don't know.'

Alternative Questions

These questions provide a choice of different "solutions" in the question, e.g. 'Do you want A or B?'

Feeling Questions

These questions provide information about how someone is feeling, 'How do you feel about that?'

Intention Questions

These provide an insight to motivation and potential futures, 'What is important to you?', 'What do you want to happen?', 'What are your goals?'

TED Questions

Technically, more of a command/instruction than a question it is one of the most effective techniques to find lots of information. TED Questions begin with Tell, Explain or Describe, for example:

Tell me more about that.

Explain the situation to me.

Describe that to me.

Before the meeting

Be prepared- spend time reflecting on what you see as significant in all the evidence available to you, noting the strengths and the possible areas for professional development. Attune yourself to your feelings. Our emotions shape what we perceive, think and do: pay attention to them, give them significance, consider them and take them into account in deciding how to act: this applies both to your feelings and those of your colleague. Dedicate time to the meeting and try to meet in a quiet, calm place where you won't be interrupted.

During the meeting

Come with the attitude of seeking to meet the needs of your colleague: everyone has the right to be seen, to be heard and to be spoken to with compassion and honesty.

Listen actively and start from where your colleague is at, be objective (avoid opinion, stick to the facts) and keep the purpose of the discussion clear in your mind. Build confidence and work in partnership.

Begin by encouraging reflection, prompting your colleague to identify their own successes, strengths and any difficulties they perceive. Explore the thinking behind their responses. What reasons do they give for their successes? Why do difficulties exist and what has been done so far to address them?

Share your observations, celebrate successes and discuss how to move forward. Encourage your colleague to provide their own ideas, e.g. 'Looking ahead, what are your goals?'

After the meeting

Check that you share an understanding of the way forward, goals, resources, training, support, etc.

Thank your colleague for their time and contribution to the meeting.

Complete all necessary paperwork, copied to those who need a record of the event.

Monitor the progress of your colleague, providing guidance and support as and when required.

Meet again at an agreed time in the future.

Question Prompts

Lesson Observations	Book Scrutiny	Planning Scrutiny
<i>Do you enjoy teaching this subject?</i>	<u>Acquiring knowledge, skills, etc.</u>	<u>Planning effectively</u>
<i>What went well in the lesson?</i>	<i>Is work/planning well matched?</i>	<i>Are learning intentions and the success criteria sufficiently sharp and focused?</i>
<i>What part of the lesson pleased you the most?</i>	<i>Overall, are all pupils making good progress in...?</i>	<i>Do they take account of and build upon pupils' previous learning?</i>
<i>Can you explain how you have responded to your areas to develop that we talked about last time?</i>	<i>Do you see marked, week-on-week improvement?</i>	<i>Is work sufficiently engaging to hold the interest of all pupils?</i>
<i>How did you feel the lesson structure went (what, why, how)?</i>	<i>Does work consistently challenge most pupils?</i>	<i>Are tasks to assess the attainment and progress of pupils planned?</i>
<i>How did you plan to meet the needs of all the children in the lesson?</i>	<u>Engagement and application</u>	<u>Pitch and differentiation</u>
<i>Children enjoy a challenge so how was that presented to them, given their different abilities?</i>	<i>Are pupils producing work of a good or higher standard?</i>	<i>Are materials and tasks adapted to meet the needs of all learners?</i>
<i>What would show you best that the children were successful in achieving what you wanted them to learn?</i>	<i>Is there a good volume of work?</i>	<i>Are more able pupils stretched and the less able supported?</i>
<i>Did you think all pupils/groups made good progress in the lesson?</i>	<i>Do pupils present their work appropriately for the task?</i>	<u>Questions</u>
<i>What could account for any differences in progress?</i>	<u>Independence and collaboration</u>	<i>Do the questions posed require pupils to think deeply, reflect, explore ideas, extend their thinking and strengthen their understanding?</i>
<i>Explain your thinking around the way you used/deployed the additional adult support? Was it effective?</i>	<i>Are pupils involved sufficiently in real life, problem solving or investigative activities on their own or in a group?</i>	<u>Roles</u>
<i>How would the children know they had done well?</i>	<u>Reflective Learning</u>	<i>Is it clear what the teacher (and other adults) are doing to drive and support learning throughout the lesson?</i>
<i>Is there anything you would adapt, change or do differently next time?</i>	<i>Do pupils know the standard they are working at and take account of what they need to do to improve further?</i>	<u>Annotations</u>
<i>What do you want to happen now?</i>	<u>Assessing Pupils' Work</u>	<i>Do annotations show reflective practice on the impact of the teaching on learning and pupils' progress?</i>
<i>What goals would you like to pursue?</i>	<i>Is the marking constructive in that pupils know what they do well and what to do next to improve?</i>	<i>Is the information used to inform future teaching and learning, e.g. to fill gaps, consolidate, provide additional challenge, adapt pitch/activities etc?</i>
	<i>Is regular self and peer assessment evident and reviewed by an adult?</i>	
	<i>Are pupils set individual targets that are regularly monitored by an adult?</i>	
	<i>Do pupils to set and monitor their own learning targets?</i>	

End of Year Evaluation of Lesson Observations

Name: _____

Date: _____

Views	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The focus for each lesson observation was appropriate to my development needs.					
The observations were conducted in a professional manner.					
The feedback I received was considered, fair and constructive.					
The support and guidance I have received have been sufficient for my development needs.					
My teaching has improved as a result of feedback from lesson observations.					
I have benefited from spending time observing colleagues and other colleagues observing me.					
Please, can you suggest one thing that would make lesson observations a more positive experience for you:					