

Rigorous Monitoring of Teaching and Learning

Each teacher is observed by SLT at least twice a year. This is a triangulated approach which also involves a book scrutiny and pupil conference. Each teacher is provided with an 'action plan' following this – this details their development points and how these will be addressed, including what support will be offered.

Phase leaders complete a half-termly programme of monitoring, which includes learning walks, book scrutinies, monitoring feedback forms and planning, analysing behaviour slips and monitoring interventions. They feed back to their phase regularly in phase meetings and follow up with individuals where required.

Subject leaders have clear vision statements, progression maps and action plans in place for their subject. They routinely monitor books, planning and sample lessons in relation to their subject to ensure practice is of a high standard.

Each member of teaching staff and support staff completes an annual performance management cycle. Current school improvement points are used to inform these targets.

NQTs are each assigned a mentor and each receive a tailored support package as required for their individual needs. Mentoring is quality assured by the Deputy Head/ Assistant Heads.

Teachers record the provision that is in place for SEND and PPG children on a whole school intervention tracking document - the SENDCo and PPG coordinators have responsibility for quality assuring this.

The school has a clear assessment schedule, which includes a combination of teacher assessment based on work in class and standardised assessments to support judgements. An overall judgement in relation to ARE is reported termly. We moderate assessment judgements within phases and as part of a cluster group with other schools. Pupil progress meetings are held regularly and provision is routinely adapted in light of these.

Owlsmoor Primary School



Teaching and Learning 'In a Nutshell'

Staff Training and Development

Teachers attend weekly staff meetings, which are used as training opportunities to address issues identified on the teaching and learning action plan. Safeguarding is always the first item on the agenda. Staff meetings/ inset days involve training from external providers where relevant. We also deliver high quality in-house training, capitalising on good practice and specialisms within our own staff.

Subject leaders attend the twilight sessions offered by the LA on their subject, and they then disseminate this to other teachers back at school.

TAs have weekly staff meetings, which also include opportunities for training. Where external training is available, we send TA representatives who then disseminate this back in meetings at school.

Staff are asked about their own professional development needs and any requests for training as part of the performance management cycle.

Teachers are encouraged to go and observe other teachers - phase leaders will release teachers within their phase to do this. Senior leaders also support teachers to develop their practice in different ways including Team Teaching and co-planning.

The school also contributes towards training in the LA. The HT sits on the strategic board for the local Teaching School, which identifies and delivers training needs across the borough, and the DHT was involved in a consultancy group for the NQT programme. Our EYFS leader has supported EYFS leaders in other schools to improve their provision, and the HT has also undertaken executive headships to support other schools. Two of our teachers are also moderators for the Local Authority.

Key Strengths

- The school performs favourably against national averages in EYFS, Y1 Phonics Screening, KS1 and KS2 SATs. Results are consistently good over a trend across several years.
- Results indicate that where there are no additional barriers to learning, the performance of PPG children is broadly in line with their peers.
- Monitoring shows that teaching and learning is good overall – judgement supported by our STEP.
- We utilise 'Growth Mindset' and 'Habits of Mind' effectively to develop children's positive learning behaviours - this is now well embedded.
- Implemented a new 'Feedback' approach based on research and evidence on best practice – this is centred around the key principles of effective AFL.
- Continually review and refine workload to support staff well-being and retention.
- Improved the teaching of individual subject disciplines by training staff on best practice in each subject and reviewing progression maps and improving subject planning
- Strengthened our 'wider' curriculum, e.g. through introducing Curriculum Promises and utilising purposeful themed days/ weeks

Key Priorities

- Continue to ensure that all teaching is good or better and that school results continue to compare favourably with national averages.
- Ensure there is effective catch-up provision in place following the period of school closures, particularly for disadvantaged pupils
- Continue to embed the new feedback policy and continually improve its effectiveness.
- Continue to ensure that curriculum implementation is strong across all areas of the curriculum and that recent improvements are fully embedded.
- To ensure that all teaching supports children in becoming fluent readers, develops their reading comprehension skills and promotes a love of reading.
- To implement the new RSHE curriculum.

Key to abbreviations

<u>Abbreviation</u>	<u>Meaning</u>
ARE	Age Related Expectations
CPD	Continued Professional Development
DHT	Deputy Headteacher
EYFS	Early Years Foundation Stage
HT	Headteacher
KS1/KS2	Key Stage 1/ 2
LA	Local Authority
NQT	Newly Qualified Teacher
PPG	Pupil Premium Grant
RSHE	Relationships, Sex and Health Education
SATs	Statutory Assessment Tests
STEP	Standards and Effectiveness Partner (from Local Authority)
SEND	Special Educational Needs and Disability
SENDCo	Special Educational Needs and Disabilities Co-ordinator
SLT	Senior Leadership Team
TA	Teaching Assistant