

## **Rigorous Monitoring of Teaching and Learning**

Each teacher is observed by SLT at least termly. 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. There are also regular learning walks linked to areas identified on the SDP.

Phase leaders complete a half-termly programme of monitoring, which includes learning walks, book scrutinies, planning checks, 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 routinely monitor books, planning and sample lessons in relation to their subject.

Each member of teaching and support staff completes an annual performance management cycle. Performance managers keep a record of when each of the three meetings are held so that this can be monitored.

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, who has overall responsibility for Teaching and Learning.

Teachers record the provision that is in place for SEND and PP children on a whole school intervention tracking document - the SENCo and PP 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 have 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. Recently, the school has joined a cluster wide programme of bespoke training for TAs – TAs who attend will then disseminate this to the rest of the TA staff.

Staff are asked about their own professional development needs and any requests for training as part of the performance management cycle. They are also invited to note requests throughout the year on a 'CPD planner' kept in the staffroom.

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 sits on 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 two executive headships to support other schools. We also contribute to the TA training programme for our local cluster of schools.

## **Key Strengths from Year 16-17**

- The school performed favourably against national averages in EYFS, Phonics, KS1 and KS2 SATs
- Significant improvement in KS2 maths results (66% KS2 2016 – 95% KS2 2017, plus improvements from 71% to 82% schoolwide) as a result of improvements in provision.
- Monitoring showed that teaching and learning was good overall – judgement supported by SIP.
- 'Growth Mindset' initiative introduced and embedded within school – teachers and pupils report a positive impact.
- Results indicate that where there are no additional barriers to learning, the performance of PP children is broadly in line with their peers. PP attainment was excellent in KS2 SATs.
- Improved retention of teaching staff as a result of an increased focus on staff well-being.

## **Key Priorities for Year 17-18**

- Continue to ensure that all teaching is good or better and that all results continue to compare favourably with national averages.
- To ensure improvements to maths provision are sustained and built upon.
- To increase teachers' confidence in supporting children to achieve greater depth in KS2, particularly in writing.
- Introduce 'Philosophy for Children' to develop pupils' confidence, communication and higher order thinking skills.
- To improve the effectiveness of interventions so that children make accelerated progress.
- To improve partnerships with parents to enable them to better support their child's learning at home.
- To ensure that teaching assistants are having a positive impact on pupil progress.

**Key to abbreviations**

<b><u>Abbreviation</u></b>	<b><u>Meaning</u></b>
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
PP	Pupil Premium
SATs	Statutory Assessment Tests
SIP	School Improvement Partner
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs Co-ordinator
SDP	School Development Plan
SLT	Senior Leadership Team
TA	Teaching Assistant