



# HODGE HILL GIRLS' SCHOOL

"Educating tomorrow's women today"

## The HHGS Way Teaching & Learning Policy

### Document Information

|                                   |                           |
|-----------------------------------|---------------------------|
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# Introduction

## Our Vision

Teaching and Learning is central to our work and the school's aims, ethos, values and vision. We expect all our staff to deliver lessons where the varying learning needs of students are recognised, and students are supported and challenged to make good progress in their learning regardless of their starting point.

The Teaching and Learning policy is intended to support the quality of education at Hodge Hill Girls, school by:

- Ensuring that learners are equipped with the knowledge, concepts, skills, positive character traits and virtues needed to succeed in a changing world as responsible global citizens.
- Ensuring that the potential of all students, regardless of background or starting point, is maximised.
- Ensuring that students are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond.
- Providing guidelines for teaching and learning and establish clear criteria for best practice and consistency.

This policy sets out the principles and expectations behind our approach, which is underpinned by the Teachers Standards, and in doing so provides new and existing staff with a clear vision of the school's expectations, providing an agreed focus for monitoring.

## The Principles of Teaching & Learning at HHGS

To achieve our vision around Teaching and Learning at HHGS we focus on 4 key principles as listed below:

### **1. Classroom Culture**

- Developing a culture in our classrooms that creates a productive learning environment

### **2. Planning**

- Maximising curriculum impact through coherent mapping and sequencing of concepts

### **3. Teaching and Responsive Teaching**

- Understand cognitive load and use it to inform our teaching.
- Using high-quality teaching strategies to develop students understanding
- Engaging in practice that develops student knowledge and skills which are appropriately scaffolded to support student development,
- Secure student understanding through retrieval practice

### **4. Assessment and Feedback**

- Supporting pupils to make effective progress by providing, relevant, timely and constructive feedback

These areas inform whole school, department and individual development towards providing excellent opportunities for all our students both within and beyond their school experience. We ensure that literacy provides the foundation and is a key thread which is woven throughout all that we do across the school. Our approach to securing and enhancing numeracy understanding and skills are developed through content specific to subjects in conjunction with the maths department.

## Introduction

### Rosenshine's Principle of Instruction

At HHGS, teachers must understand the ideas laid out in the paper *Principles of Instruction: Research-Based Strategies That All Teachers Should Know* (Barak Rosenshine, 2012).

Since learning is something that we cannot, in any material sense, see, we need to take note of the evidence we have at our disposal and make 'bets' based on what we know to be effective. The Principles of Instruction provide us with a series of strategies that, if implemented consistently and with thought, allow us to make the best bets we can to improve pupil learning. The key differentiator in Rosenshine's research is that, unlike a great deal of what passes for educational research, the findings from the studies are replicable. In short, this means that they have been demonstrated in multiple studies.

Rosenshine's Principles draws research from three key sources:

1. **Research in cognitive science [1]**
2. **Research on the classroom practices of master teachers [2]**
3. **Research on cognitive supports to help pupils learn complex tasks [3]**

Although Rosenshine outlines 10 principles to help guide us and allow us to reflect on our classroom practice across broader themes, it is useful to think of these within four strands (Tom Sherrington, 2018).

|                                                                                                                                                                                                            |                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sequencing Concepts and Modelling</b> <ul style="list-style-type: none"><li>• Present new material using small steps</li><li>• Provide models</li><li>• Provide scaffolds for difficult tasks</li></ul> | <b>Questioning</b> <ul style="list-style-type: none"><li>• Ask questions</li><li>• Check for pupil understanding</li></ul>                  |
| <b>Stages of Practice</b> <ul style="list-style-type: none"><li>• Guide pupil practice</li><li>• Obtain a high success rate</li><li>• Independent practice</li></ul>                                       | <b>Daily, Weekly, and Monthly Review</b> <ul style="list-style-type: none"><li>• Daily Review</li><li>• Weekly and Monthly Review</li></ul> |

Rosenshine's principles describe practices that many, if not all, teachers will already incorporate into their classroom practice. However, the key question that teachers at HHGS are expected to ask themselves about the principles is not, "Do we do this?" but rather, "How well do we do this?" Equally, this is not by any means a tick list prescribing techniques that we expect to see or be utilised in every lesson.

[1] This research focuses on how our brains acquire and use information, and how we might overcome limits on working memory.

[2] For the purposes of this paper, a 'master teacher' is one whose classes made the highest gains on achievement tests.

[3] Highly efficient and effective instructional strategies come from this research such as thinking aloud, dual coding, providing models etc.

## HHGS Classroom Culture

### Classroom Culture

At HHGS, we aim to ensure that learning time in the classroom is maximised. To do this we must first guarantee that pupils remain attentive and focused throughout the course of any lesson. The consistent application of key routines provides a structure within which teachers can focus on the core business of teaching and learning, as opposed to dealing with off-task behaviour.

We know the more consistent that practice is across the school, the easier it will be for pupils to conform and meet our expectations.

**To ensure all students are confident in knowing what is expected of them in terms of work and behaviour, all teachers are expected to:**

- Have high expectations
- Build positive relationships with all students through positive behaviour management and the use of appropriate rewards/sanctions
- Have clear and consistent routines and procedures
- Have consistent classroom rules and expectations which are fair and reasonable, so that all students know exactly what is expected of them when they enter your classroom
- Teach to the top, with necessary scaffolds to support those who need it
- Promote active engagement not just compliance
- Establish a growth mindset culture, where mistakes are celebrated, and use the language of “not there yet”
- Focus praise on effort, and value the “struggle of learning”
- Always challenge students when rules and expectations are broken
- Apply sanctions as appropriate
- Follow up on all behaviour issues

## HHGS Classroom Culture

### Presentation of Work

#### **Roles and Responsibilities:**

All work done at the Hodge Hill Girls' School is valued as important. Good presentation of work is, therefore, a priority for both staff and pupils.

#### **Good presentation of work is important to encourage pupils to:**

- Be proud of their achievements, by doing their best work and presenting it well
- Value every lesson
- Do their best quality work, to value their own learning
- Respect the equipment they are given by using it with care

#### **Our Visible Consistencies**

- At the start of each lesson students will write the date and title and this will be underlined
- Any homework will be clearly labelled
- Students will use red pens to improve their written work
- Students will use red pens to conduct self-assessments
- Students will use red pens to conduct peer assessment
- Teachers will use green pens to give written feedback on students' learning
- **Teaching Assistants will use purple pens to give written feedback on student's learning.**
- A teacher should only write in a student's book if it is going to impact on progress

#### **The role of the teacher or teaching assistant is to:**

- Have high expectations of pupils' work and the way it is presented
- Regularly remind pupils of expectations for presentation and finishing off work
- Monitor pupil work and provide time for completing it
- Encourage pupils to edit their work and provide strategies to help them present it properly
- Be aware of the presentation of their work and the quality of resources they use
- Provide, where necessary, specialist equipment for pupils and explain how and when it is to be used

#### **The pupil's responsibility is to:**

- Always do their best work and take pride in it
- Complete work
- Keep all books and work in good condition with no scribbling or graffiti
- Respect the work of others
- Listen to and follow instructions for presenting work neatly
- Be correctly equipped for every lesson

## The HHGS Way – Planning

**Teachers should spend time thinking about what they want students to learn first before they consider what they want them to do. The questions teachers need to ask when planning a lesson are:**

- Where are the students starting from?
- Where do you want them to get to?
- How will you know when they are there?
- How can you best help them get there?

### Learning Objectives

Teachers, students, and support staff must be all clear about the key learning that will take place in a lesson. Teachers should make learning objectives explicit to students, there is no expectation that they need to be written down, but all students should understand the purpose of what they are learning. Pupils only need to write down the date and title, not the objective.

### Long-term planning

Schemes of work must be in place to support teachers' lesson planning and should be saved in central areas like the subject's One Drive so that it is accessible to all staff in the department and SLT.

When planning a lesson, teachers should be clear about where this fits into their subject's overall curriculum. Teachers will know what prior knowledge needed to be learnt before a lesson is taught, and when they will retrieve the key learning of a lesson in future lessons and SOW.

### Planning to meet the needs of all students

Knowledge of the students; their prior attainment and their specific needs, is a key part of planning. Every class must have a seating plan on Class Charts and Teachers are expected to know the profile of the students they teach by looking at student data, including SIMs mark sheets and SEND student profiles on Class Charts.

High-quality teaching is the first wave of intervention for meeting the needs of SEND students. Adaptions should be planned over time to ensure the needs of all students and groups are met and that any additional adults in the room are deployed effectively. When planning teachers should consider different pedagogical approaches to engage, motivate and challenge all learners, so that most students find a learning fit most of the time. Teachers should ensure that they have all that they need in advance of lessons to ensure learning time is maximised.

Teachers are expected to devote time in lessons to deliver clear and comprehensive instructions for homework tasks.

Instructions given on Class Charts should be accessible to all pupils

Teachers should proactively communicate to students the appropriate steps to take if students encounter difficulties or struggle to understand the homework and students should be encouraged to seek clarification, ask questions, and seek additional support from their teacher where appropriate.

## The HHGS Way – Planning

### Homework at HHGS

At Hodge Hill Girls' School, we believe homework plays a vital role in enhancing our students' learning experience and academic success. Homework is part of our education process, and we believe it's valuable based on research, like the Education Endowment Foundation's (EEF) findings, which suggest that doing homework can help students make approximately 5 months more progress during secondary school.

#### **1. Academic Progress and Achievement:**

Homework at Hodge Hill Girls' School is designed to reinforce and consolidate the learning that occurs in the classroom, providing our students with an opportunity to apply their knowledge independently. The EEF research underscores the positive correlation between regular engagement with homework and increased academic progress, contributing significantly to our students' overall achievement.

#### **2. Independent Learning and Responsibility:**

Completing homework assignments encourages the development of essential skills such as time management, self-discipline, and responsibility—qualities that are fundamental for success in academics and beyond.

#### **3. Extension of Classroom Learning:**

Our homework is designed to make learning go beyond the classroom. It lets students explore topics more and use what they know in different situations.

#### **4. Preparation for Future Challenges:**

Homework at Hodge Hill Girls' School prepares our students for the challenges they may encounter in higher education and the professional world, instilling a strong work ethic and the ability to engage with tasks independently.

The skills developed through regular homework completion are transferable to various academic and professional settings, contributing to our students' long-term success.

### KS3 Homework Timetable

#### **Once per week:**

- English
- Maths
- Science
- DT

#### **Once per fortnight:**

- Geography
- History
- MFL
- Art

#### **Once per half-term:**

- Drama
- Computing
- RS
- Music

***At Key Stage 4 students would be expected to complete one homework assignment per week for each foundation and option subject they take.***

## Teaching and Responsive Teaching

Teacher instruction should be planned with awareness of demands on students' cognitive load, by presenting new material in small steps. "Every teacher needs to improve, not because they are not good enough, but because they can be even better." (Professor Dylan Wiliam)

Teachers must be explicit about the key knowledge and vocabulary that all students must use and not accept slang. Students must know the knowledge and key skills you want them to learn and the language they are expected to understand and use.

### **Explanation**

Teacher instruction should be planned with awareness of demands on students' cognitive load, by presenting new material in small steps.

1. Limit the amount of material students receive at one time.
2. Give clear and simple instructions and explanations.
3. Think aloud and model steps.
4. Use more time to provide explanations and provide many examples.
5. Re-teach as necessary.

### **Modelling**

- Teach to the top with expert instruction and modelling.
- To learn how to do something, students need to watch and listen to experts guide them through the process, step by step, before they attempt it themselves.
- Modelling supports explanation and can help students to make abstract ideas concrete.

### **Guided practice with scaffolding**

- Worked examples and scaffolding used to all support students to demonstrate their learning e.g. sentence starters, keyword definitions, procedural steps visible etc.
- Effective class discussion and questioning can happen at this stage.

### **Independent, deliberate practice**

Students should be provided with the time they need to practise new material in several ways to master it. Scaffolding should be reduced or removed for the majority of students. This is the component that will look the most different across curriculum areas, but all practice should be careful, deliberate and ideally just outside of the student's comfort zone.

### **Responsiveness**

Teachers should ensure that learning is embedded, by checking for understanding.

All teachers should confidently and accurately use teaching techniques to gather a secure overview of whether the key learning has been learnt.

If learning is not yet secure for students, the lesson should be adapted or retaught differently.

For responsive teaching teachers can use the following techniques, Questioning, Adaptive Practice and Retrieval Practice.

## Teaching and Responsive Teaching

### Questioning

- Effective teachers ask a large number of questions skilfully, as questioning is our main tool to probe, check and extend student understanding.
- Teachers should ask lots of questions, to lots of students, and then use what they learn from this process to adapt and reshape teaching within and between lessons.
- Majority of questions should be done through cold calling, with targeted questioning used to support and challenge students.
- Whole class responses to questioning can be done effectively with mini whiteboards, hand gestures etc
- Adaptive Practice

### Adaptive Practice

- Every student has unique strengths and weaknesses that can impact their ability to learn. However, with the right personalised support that complements the wider curriculum, these barriers can be overcome and a pupil's potential can be unlocked.
- The difference between differentiation and adaptive teaching is the approach to the learning needs of students. While differentiation focuses on meeting the needs of an individual or a group of students, adaptive teaching focuses on the whole class in real-time.
- All learners in a class, even those set for ability, have different levels of prior attainment. Therefore, they require some level of differentiation in every lesson.
- Adaptive practice consists of:
  1. Understanding the unique needs of your students and providing targeted support;
  2. Considering how the students' previous learning may impact their current learning;
  3. Maintaining high expectations for all students;
  4. Monitoring impact and engagement using responsive techniques, book looks or any other preferred method

### Retrieval Practice

- Retrieval is a learning strategy that should be used regularly in lessons to support students with retrieving material that they have previously learnt from their long-term memory.
- It should be low stakes, completed without access to notes and used in a spaced manner.
- When used at the start of the lesson as a "Do now" activity it can help to recap prior knowledge needed for today's lesson and support the teacher with understanding prior learning of the class.

## Teaching and Responsive Teaching

### Oracy

Oracy, the ability to express oneself fluently and grammatically in speech, is a fundamental skill that enhances students' academic performance, personal development, and future employability. This strategy aims to integrate oracy into the curriculum by focusing on five key areas:

- Securing Attention,
- Hard Thinking,
- Making Meaning,
- Strengthening Memory,
- Reflection.

## HHGS Feedback

### Feedback

***Use of effective feedback (see Assessment, Feedback and Marking Policy for more details)***

At Hodge Hill Girls' School, our feedback will:

#### **Be impactful**

- Feedback should make a difference in how teachers teach and how students make progress.
- Future lessons will demonstrate that the teacher is aware of misconceptions and/or gaps in a learner's knowledge and that the teacher has planned learning experiences to support students in closing gaps and making progress.

#### **Address misconceptions**

- Progress will be evident in future work.

#### **Be connected**

- All feedback will be linked to learning
- Feedback will be linked to the skills, knowledge and understanding as set out by the National Curriculum and/or Exam Specifications.
- Feedback will be used to inform the planning of future lessons.

#### **Assessment (see Assessment, Feedback and Marking Policy for more details)**

Assessment is:

- Integral to teaching and learning
- Based on the belief that all students have the potential to improve and achieve
- Underpinned by a clear purpose that is stated and understood
- A process that actively involves learners
- Drawn from a wide range of evidence to provide a complete picture of a student's achievement
- A process that provides feedback to inspire hard work and practice.
- All teaching staff will ensure that summative assessments are conducted during assessment weeks and that diagnostic and formative assessment takes place regularly in lessons.

## HHGS Feedback

### Book Look Rationale

**Book looks provide a structured and systematic approach for teachers to showcase student work, receive feedback, and engage in professional dialogue. The rationale for conducting book looks is multi-faceted and encompasses several key reasons:**

**Monitoring Teaching Practices:** Book looks allow colleagues to observe and assess the quality of teaching and learning in the classroom. By reviewing students' work samples and assessing the effectiveness of instructional strategies, book looks provide valuable insights into the implementation of curriculum and the level of student engagement.

**Providing Feedback and Support:** Book looks offer an opportunity for collaborative feedback and constructive discussions among teachers. By sharing best practices, providing suggestions, and highlighting areas of improvement, book looks promote professional growth, encourage reflective practice, and foster a culture of continuous improvement.

**Sharing Best Practices:** Book looks provide a platform for teachers to showcase exemplary work and share successful teaching strategies with their colleagues. This collaborative sharing of best practices enhances instructional approaches, encourages innovation, and creates a positive learning environment for both teachers and students.

**Identifying Professional Development Needs:** Through book looks, individual and collective professional development needs can be identified. By examining patterns and trends in teaching practices, book looks help guide the planning and implementation of targeted professional development programs that address specific areas for growth and improvement.

**Promoting Consistency and Equity:** Book looks contribute to maintaining consistency in teaching practices across different classrooms and year groups. By assessing student work from various classes, book looks help ensure that all students have access to high-quality instruction and equitable learning opportunities.

### Book Look Protocol

**Frequency:** Conduct book looks for different year groups every two weeks to ensure regular monitoring and support for teachers across all year groups levels during faculty meetings.

**Participation:** Teachers are responsible for bringing three to five representative books from their classes to faculty meetings. These books should provide a fair representation of students' work and progress.

**Facilitation:** During faculty meetings, designate time for book looks where teachers share the selected books with their colleagues. Encourage open discussions and constructive feedback to promote professional growth and collaboration. This should take approximately 10 minutes and take place in every faculty meeting.

**Focus Areas:** Book looks should encompass various aspects, including presentation, addressing misconceptions, assessment feedback, differentiation strategies, and evidence of student progress. This holistic approach allows for a comprehensive evaluation of teaching practices.

**Documentation:** Encourage teachers must document feedback on the book look proformas.

**Master Book Looks:** In line with management meetings with Senior Leadership Team (SLT) members, conduct master book looks. This involves selecting a broader range of books from different year groups to evaluate the overall quality and consistency of teaching and learning within the school.

**Feedback and Support:** Following book looks, provide timely and constructive feedback to teachers, acknowledging their strengths and offering suggestions for improvement. Supportive discussions should focus on enhancing teaching strategies, sharing best practices, and addressing any identified areas of concern.

**Professional Development:** Utilise book looks as a platform to identify professional development needs and tailor training sessions accordingly. This approach ensures targeted support for teachers and promotes continuous improvement.

**Celebrate Success:** Recognise and celebrate outstanding teaching practices and student achievements discovered during book looks.

## HHGS Resources and ICT

### Sharing of Resources and Mark Books

#### **Rationale:**

Sharing schemes of learning, lessons, and teaching resources on SharePoint facilitates collaboration, instructional consistency, and professional development. Benefits include enhanced collaboration, consistent instruction, time-saving, professional growth, and adaptability.

#### **Protocol:**

- Access and Permissions: Ensure that all staff members have appropriate access and permissions to the SharePoint sites designated for resource sharing. Grant editing or contributing rights to relevant individuals to enable them to upload and share content.
- Lesson Sharing: All teaching staff must share lessons on the designated SharePoint site. The use of a standardised template or format to maintain consistency may also be used. Subject Leaders and Faculty leaders are responsible for ensuring that this takes place and that departments have shared planning in place.
- Scheme of Learning Sharing: All schemes of learning on SharePoint and suggested resources or materials should be signposted.
- GDPR considerations: Remind staff to adhere to GDPR guidelines when sharing resources and maintaining the privacy of students and staff members' personal information.
- Training and Support: Provide training and support to staff members on how to effectively use SharePoint for resource sharing. Offer guidance on best practices for organising and sharing content, as well as tips for utilizing SharePoint features that enhance collaboration and resource accessibility.

### Using iPads - Booking iPads

**Access the School's Resource Booking System:** Start by visiting the school's website and navigate to the staff menu. Locate the option for the resource booking system and click on it.

**Sign in with Microsoft:** On the resource booking system page, click on the "Sign in with Microsoft" button. If prompted, enter your email address and password associated with your school account.

**Select the Correct Trolley/Trollies:** Once logged in, identify and select the appropriate trolley(s) based on the floor you are on or the specific requirements of your booking.

**Choose the Date:** Pick a date for your iPad trolley booking, following the standard procedure for reserving any other resource in the system.

**Complete the iPad Seating Plan:** Before confirming the booking, you must ensure that the "iPad seating plan completed" option is selected. This drop-down box is compulsory and must be marked before proceeding.

**Confirm the Booking:** After selecting the seating plan completion status, continue with the booking process as usual. Confirm the booking request and a confirmation email will be sent to you, providing further instructions.

## HHGS Resources and ICT

### **iPads - Safeguarding**

To prioritise the safety and security of our students while utilising iPads, we must maintain a comprehensive tracking system.

All staff members must complete a seating plan that assigns students to their respective iPads. This seating plan must be uploaded to Sharepoint before the iPads are used in any lessons.

Furthermore, it is important for staff to actively monitor the use of iPads during lessons, ensuring that students are engaging in appropriate and educational activities while adhering to our safeguarding policies.

### **Team Teaching**

Where classes have teachers timetabled to team teach lessons both timetabled teachers must take an active role in teaching and planning of those lessons. Both teachers are responsible for ensuring Scheme of Learning coverage, and during lessons, teachers must ensure that team teaching takes place in a manner which best supports the progress of pupils. Effective deployment of teaching staff during lesson time can include co-teaching and small group intervention.

In the event of a teacher timetabled to team teach being absent the teacher who is not absent will be expected to take responsibility for the full class.

### **Working with Teaching Assistants**

At Hodge Hill Girls' School, we recognise the valuable contribution of teaching assistants in supporting student learning and enhancing classroom instruction. To promote effective collaboration and maximise their impact, please follow guidance:

**Sharing Teaching Resources:** We encourage teachers to share relevant teaching resources, such as lesson plans, worksheets, and presentations, through SharePoint with teaching assistants before lessons. This enables teaching assistants to access and utilise these materials to support their work in the classroom.

**Clear Direction and Communication:** Teachers should provide clear instructions and expectations to teaching assistants regarding their roles and responsibilities in the classroom. This includes discussing specific tasks, providing guidance on student support strategies, and ensuring open lines of communication for ongoing feedback and collaboration.

**Classroom Presence:** Teaching assistants are encouraged to remain in the classroom as much as possible during teaching time. Their presence enables them to actively engage with students, provide targeted support, and assist in managing classroom dynamics. Collaboration between teachers and teaching assistants enhances the learning experience for students.

**Differentiation and Small Group Instruction:** Teachers can work closely with teaching assistants to implement differentiated instruction and facilitate small group activities. Teaching assistants can provide additional support to students with diverse learning needs, reinforce concepts, and offer individualized attention.

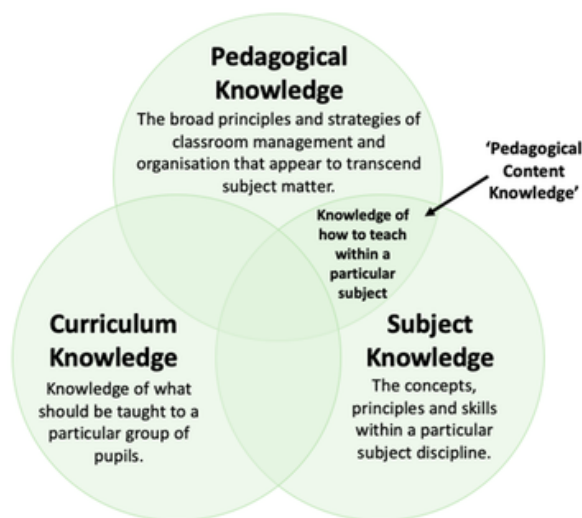
### Developing Teachers

"If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve." – Dylan Wiliam

#### Professional Development Outline

All professional development at HHGS aims to support staff on their journey to becoming expert practitioners. We recognise that expert teachers possess powerful mental models, enabling them to have maximum impact on their pupils' learning. Mental models refer to both what teachers know and how this knowledge is organised to guide decisions and actions in the classroom (Schempp, 2002).

There are several categories of knowledge that expert teachers possess, namely: Curricular Knowledge, Pedagogical Knowledge, Subject Knowledge and Pedagogical Content Knowledge.



Subject knowledge is not usually taught in its original form, as stored in the teacher's memory. Rather, it must be transformed into 'pedagogical content knowledge'. During this transformation, the teacher may elaborate on the subject content knowledge by identifying different representations and reshaping the knowledge into a teachable form to make it more comprehensible to students.

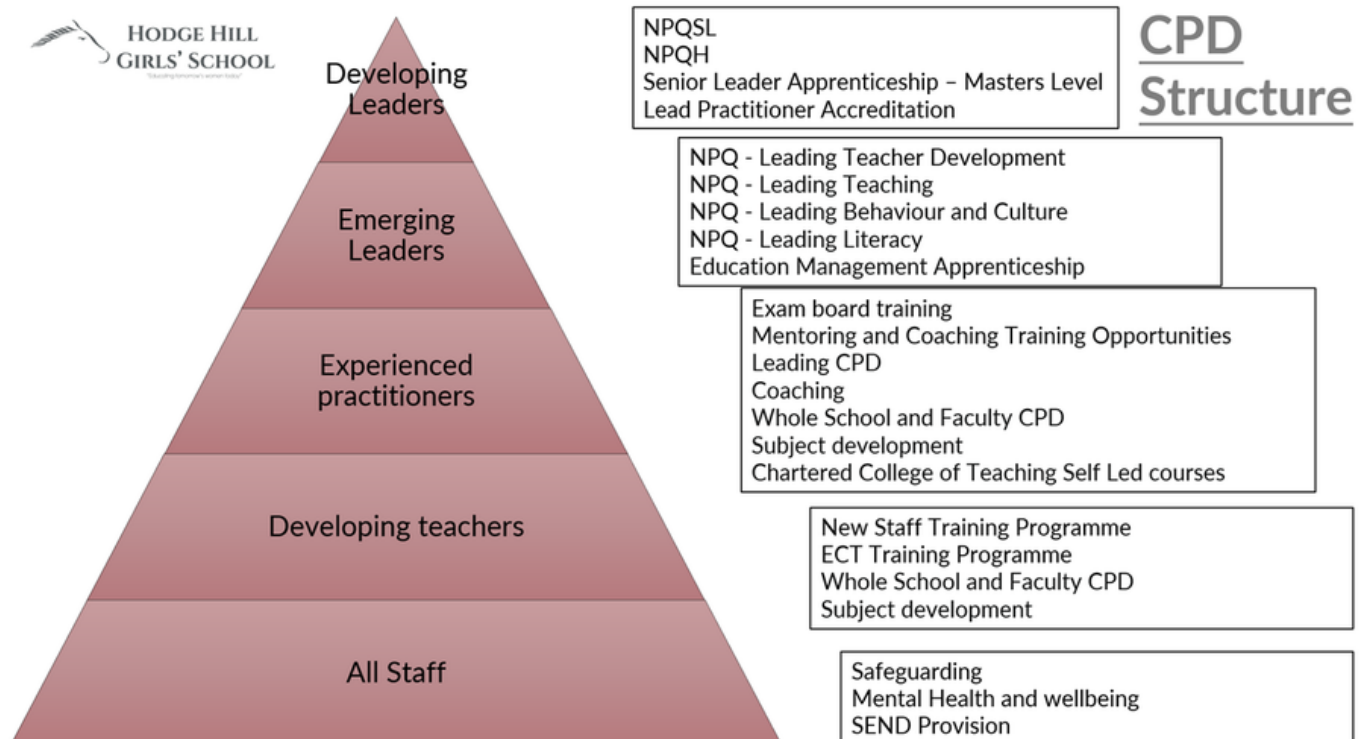
Pedagogical content knowledge, therefore, consists of distinctive bodies of knowledge for teaching. It is the blending of subject content and pedagogy into an understanding of how particular topics within a subject are most effectively organised, represented and adapted to the diverse abilities of learners, and presented for instruction (Shulman, 1987).

Whole-Staff CPD sessions consist of training on whole-school teaching and learning priorities (see SDP). The aim of these sessions is to support teachers to develop their practice in these areas by providing a grounding in theory, research and best-practice which is built upon in departmental CPD sessions and coaching.

All subject teams meet on a fortnightly basis for department meetings. The aim of these sessions is for teachers to develop both their subject and pedagogical content knowledge through focused and collaborative discussion, often focused on a particular area of content that is due to be taught in the following weeks.

Some of the reflective questions that subject teachers might consider as part of these sessions are as follows:

- What is the prerequisite knowledge that will enable pupils to access this content?
- How do we most effectively explain this content to pupils? Which analogies, models, illustrations, representations, examples or non-examples will best help them to understand the concepts or ideas?
- Is there any new vocabulary or terminology that will need to be explicitly taught to pupils?
- What are the key misconceptions or difficulties that pupils will have about this content?
- How do we aim to raise and resolve these?



We will monitor teaching and learning across the school to make sure that all our students make the best possible progress from their starting points.

### **Aims of monitoring and evaluation:**

- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of students
- To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify training needs across the teaching and support staff and drive the CPD programme

### **SLT, Heads of Faculty and Subject leaders will monitor and evaluate the impact of teaching on student's learning through:**

- Conducting learning walks
- Lesson Observations
- Book Looks
- Work Scrutiny
- Review of assessments
- Input from student voice and teacher questionnaires

As part of the monitoring and evaluation cycle staff will be supported if they need to make improvement in their teaching and learning.

The calendar for observations and learning walks is as follows\*:

|                    |                     |
|--------------------|---------------------|
| Autumn Half Term 1 | Lesson Observations |
| Autumn Half Term 2 | Learning walks      |
| Spring Half Term 1 | Lesson Observations |
| Spring Half Term 2 | Learning Walks      |
| Summer Half Term 2 | Learning Walks      |

Department Reviews will take place during calendared observation fortnights.

Please see the ECT policy for observations and evaluation and monitoring for ECT's.

\*If staff are absent observations and Department Reviews may need to be rescheduled.

Please see Appendix A for all monitoring and evaluation protocols.

### **Lesson Observations**

#### **Protocol:**

Observations are an important way of assessing teachers' performance. They can help identify a teacher's strengths and areas for improvement and can help to identify areas of good practice that can be shared across the school. There may be both formal observations, learning walks and or reviews for areas of responsibilities outside the classroom like Careers or Enrichment.

All observations will:

- Be carried out in an objective, fair, professional, and supportive manner
- Be carried out by teachers with Qualified Teacher Status
- Provide constructive feedback
- Remain confidential to those who need to know details as part of their jobs

#### **Formal Observations:**

The purpose of formal observations is to assess the teacher's performance and progress against their objectives and the relevant standards.

Lesson observations are recorded against the school's lesson observation proforma.

Generally, verbal feedback should be given by the end of following day through SLT drop in session during break or at the end of the day, if staff are unable to make these times they can meet us at any other convenient time during school day.

All reasonable endeavours will be made to provide written feedback within 5 working days.

Additional formal observations will take place if:

- The teacher requests them
- There are concerns that the teacher's performance is not up to standard
- The teacher is subject to formal capability proceedings

The above protocols will still apply to these additional observations.

## **Learning Walks**

### **Protocol for learning walks:**

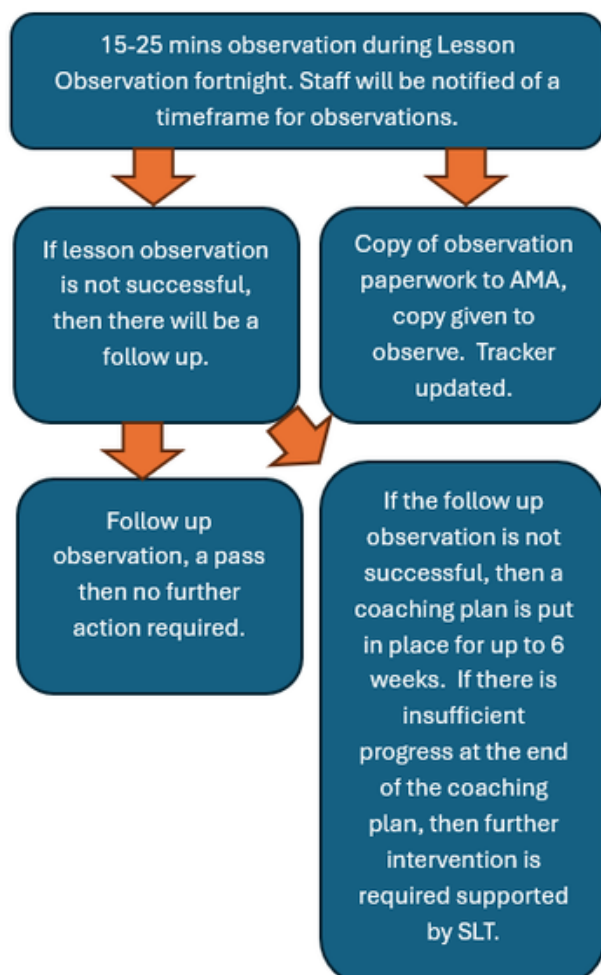
- The purpose of the learning walk (which could be linked to a focus area, whole school priorities or Subject/Faculty review) is to obtain a snapshot of the classroom learning environment to collect evidence based on the specific teaching and learning focus. The purpose is to gain a picture of teaching and learning across the school and not to focus on the performance of an individual.
- Learning walks are a powerful tool to observe and develop common trends in classrooms and to audit typicality and other factors e.g. the impact of work connected to whole school priorities, INSET/CPD.
- During the learning walk (as per the protocol for lesson observations) The observer/s may need to talk to students or look at their work as part of the self-evaluation process. Evidence may also include folders, exercise books, homework books, notebooks, Class Charts seating plans, SISRA data.

Learning walks provide essential information as part of the self-evaluation process. They are used to quality assure school, department and faculty policies/plans, progress towards key priorities and will be recorded in self-evaluation documents (SEFs). Learning walks will not result in lessons being graded however they will feed into the 'contribution on balance' to whole school teaching and learning.

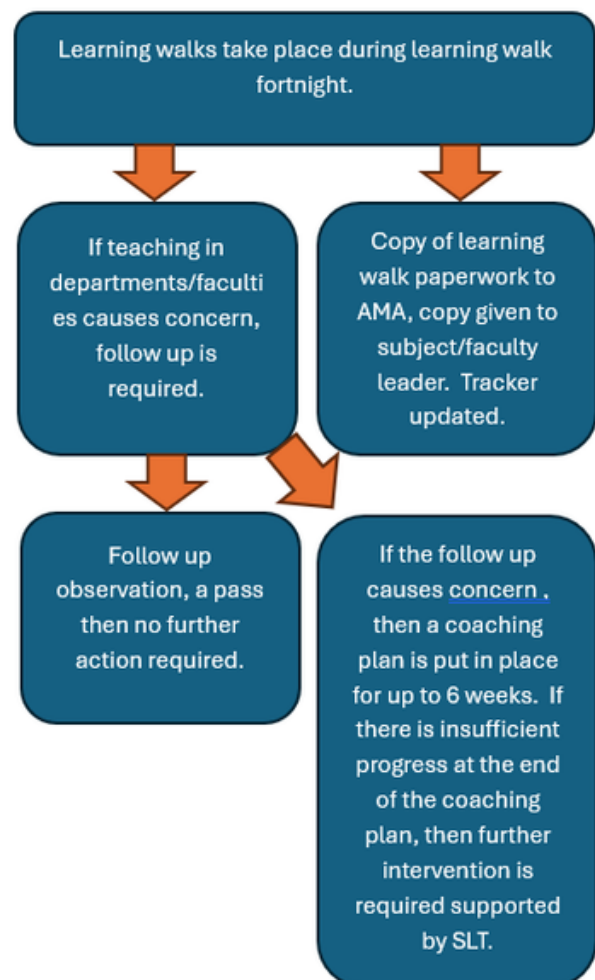
Learning walks, where possible, will have a focus which will be given in advance however, depending on whole school priorities. The focus of the learning walk will be explained to staff. There may be short notice or no notice of learning walks. No notice learning walks will not be part of a working protocol for the school but can be for outside organisations like Ofsted.

Teachers may individually request feedback for Learning Walks from the observer. If requested oral feedback will be given as soon as possible and should be no later than the end of the following workday. Written feedback will not be given as an individual observation form is not completed during Learning Walks.

### **Lesson Observations**



### **SLT/FL/SL Learning Walks**



## **Work scrutiny**

### **Protocol:**

A work scrutiny takes place to capture evidence of typicality across the school community and to quality assure and evaluate the following: classwork, homework, coursework, assessments, internal exams, displayed work in classrooms. Work scrutiny is an important part of the self-evaluation process and a powerful tool to observe and develop common trends in learning, teaching, marking, assessment, and feedback.

A work scrutiny may occur within calendared faculty development meetings, during lesson observations and as a sample requested for monitoring for example during learning walks. A work scrutiny will be used to quality assure school, department policies and standard operating procedures and will be recorded in self-evaluation documents (SEFs).

Work scrutinies will be recorded using the whole school proforma and written and verbal feedback will be given within 5 working days (and in line with the protocol for feedback as stated in the protocol for lesson observation feedback). A work scrutiny will be stored centrally to inform the teaching and learning audit trail.

Where a work scrutiny has taken place during Subject/Faculty review and learning walks, the feedback/overview of the work scrutiny will be provided in the final report.

## **Pupil voice**

### **Protocol:**

This research information is used to capture feedback from the learners within our school community and inform planning, monitoring, and evaluation, across student cohorts, the academic and pastoral teams at Hodge Hill Girls' School.

### **Evidence will focus on:**

- Do students feel they are listened to?
- Do they have a say in how their learning is organised?
- Do students enjoy their learning experience?
- Do students have opportunities to take on leadership roles, to express their ideas and to be consulted?
- Do students feel supported and challenged?
- Do students feel that the climate for learning (either specific or general) enables them to forge positive professional relationships, seek guidance and make good progress?
- Do students feel that their learning encourages them to develop positive character traits, virtues and civic values?
- Are students clear about the next steps they need to take to achieve the best possible progress?
- Are students appropriately rewarded for their positive efforts and contribution?
- Are students able to access the correct equipment, resources and support to achieve the best possible progress?