Coombe Academy Trust
Knollmead Primary School

Teaching and Learning Policy

Equality Analysis Impact

Title of Policy: Teaching and Learning

Considered at Governors' Committee meeting: Curriculum

Date: Summer 2018
Review: Summer 2019

Is there relevance to equality?

1. Does the policy have an adverse effect on employees, pupils or the wider community and therefore have a significant effect in terms of equality? If yes, then please answer questions 2 and 3.   ~~Yes~~/No

2. Does the policy have an adverse effect upon a group with protected characteristics? (sex, race, religion or belief, disability, sexual orientation, gender reassignment, pregnancy or maternity, age)   ~~Yes~~/No

3. Does the policy affect one or more of the equality objectives set by the school? (Please refer to the Equality and Diversity Policy)   ~~Yes~~/No

If the answer to question 2 or 3 is yes, a full equality analysis will need to be completed by the SLT Lead before the next committee meeting.

Please detail the objective and explain the relevance of the policy to the objective and protected characteristics below.

Mission Statement

Knollmead Primary School provides a stimulating, safe and happy environment. We inspire a love of learning and an enquiring mind. We expect to strive for the highest possible achievement for every child within a challenging and nurturing environment.

We are therefore committed to:

* innovative teaching that is inspirational, compelling and fun. It engages every learner in their journey of self-discovery, fulfilment and academic excellence;

* developing confident learners who are happy, resilient and committed to shaping their world. Encouraging children to be proud of their abilities, become highly ambitious and excited about their potential

* providing a safe, secure and supportive environment for all learners in order to enable them to thrive in an atmosphere of respect and dignity.

* actively developing skills, strategies and resources that will enable the needs of all learners to be met.

* valuing the contribution of learners irrespective of their ability, race, gender, age, achievement or disability.

* designing a curriculum that will enable all learners to achieve their potential.

Entitlement

Knollmead Primary School affords us the opportunity to work with our learners in a mixed environment in order to develop their love of learning and we will do everything we can to ensure they maximise their potential.

Central principles of learning and teaching

We aim to ensure that:

* consistently high quality teaching facilitates active, independent and lifelong learning;

* high expectations inspire, motivate and challenge learners;

* teachers demonstrate outstanding subject knowledge;

* a culture of high quality monitoring and self-evaluation exists that informs the progressive development of teaching and learning;

* teaching is adapted to respond to the needs of all learners;

* learners will be taught how to learn;

* all activities are structured to promote excellent progress and positive outcomes for learners;

* all forms of achievement are celebrated and underachievement is challenged;

* behaviour is conducive to enabling each learner to achieve their potential;

* all stakeholders are regularly informed as to the progress of learners ;

* learners have developed the skills identified in the Building Learning Power Profile by the time that they complete KS2.

Our aim is that all learners are able to demonstrate the following skills by the time they finish their education with us:

Building Learning Power Profile

Learning-power muscles

The Learning-Power Dispositions

Resilience	**Resourcefulness**	**Reflectiveness**	**Reciprocity**
The emotional aspects of learning	The cognitive aspects of learning	The strategic aspects of learning	The social aspects of learning
Feeling	**Thinking**	**Managing**	**Relating**

The Learning-Power Capacities

Absorption
Being able to lose yourself in learning — becoming absorbed in what you are doing; rapt and attentive, in a state of 'flow'.

Questioning
Asking questions of yourself and others. Being curious and playful with ideas — delving beneath the surface of things.

Planning
Thinking about where you are going, the action you are going to take, the time and resources you will need, and the obstacles you may encounter.

Interdependence
Knowing when it's appropriate to learn on your own or with others, and being able to stand your ground in debate.

Managing Distractions
Recognising and reducing distractions; knowing when to walk away and refresh yourself. Creating your own best environment for learning.

Making Links
Seeing connections between disparate events and experiences — building patterns — weaving a web of understanding.

Revising
Being flexible, changing your plans in the light of different circumstances, monitoring and reviewing how things are going and seeing new opportunities.

Collaboration
Knowing how to manage yourself in the give and take of a collaborative venture, respecting and recognising other viewpoints; adding to and drawing from the strength of teams.

Noticing
Perceiving subtle nuances, patterns and details in experience.

Imagining
Using your imagination and intuition to put yourself through new experiences or to explore possibilities. Wondering *What if ...?*

Distilling
Looking at what is being learned — pulling out the essential features — carrying them forward to aid further learning; being your own learning coach.

Empathy and Listening
Contributing to others' experiences by listening to them to understand what they are really saying, and putting yourself in their shoes.

Perseverance
Keeping going on in the face of difficulties, channelling the energy of frustration productively. Knowing what a slow and uncertain process learning often is.

Reasoning
Calling up your logical and rational skills to work things out methodically and rigorously; constructing good arguments, and spotting the flaws in others'.

Meta-learning
Knowing yourself as a learner — how you learn best; how to talk about the learning process.

Imitation
Constructively adopting methods, habits or values from other people whom you observe.

Capitalising
Drawing on the full range of resources from the wider world —other people, books, the Internet, past experience, future opportunities ...

We aim to ensure that teaching:

* promotes effective and positive interaction between teachers and pupils;

* promotes high expectations;

* uses a range of teaching styles;

* incorporates a balanced use of explanation, demonstration, discussion, practice, investigation and problem solving;

* uses well-timed interventions to help the pupils make good progress;

* includes skilled questioning where the questions are clear and understood by learners. Responses are positive and encourage learners to progress.

* provides opportunities for pupils to formulate their own questions;

* is planned to enable learners to develop the appropriate skills, knowledge, concepts and attitudes;

* incorporates effective planning, assessment and recording ensure that teaching meets the needs of all learners;

* is supported by planning that is informed by assessment of learners' achievements;

* includes tasks that are appropriately challenging and activities are matched to the age and stage of development of learners;

* takes place within a lesson with clear objectives which are communicated effectively to learners;

* allows learners to acquire knowledge, skills and understanding progressively and at an appropriate pace;

* encourages, extends and challenges pupils appropriately;

* provides opportunities for pupils to work individually, collaboratively and as a class;

* acknowledges and makes the best use of the contribution of parents, the community and work carried out at home;

* recognises and manages effectively the support of other adults in the classroom.

* recognises the importance of health and safety;

* recognises the importance of school self-evaluation processes;

* enables learners to use new technologies to enhance their learning across all areas of the curriculum;

* develops independent learning skills.

Learning

We aim to ensure that learners are able to:

* organise themselves for lessons bringing the correct equipment;

* complete homework on time and to meet the specified criteria in order to enhance their learning;

* take pride in their work and to present it in a neat and accurate manner;

* to make positive contributions to class discussions;

* to take responsibility for improving their own learning;

* to take advantage of opportunities to ask for assistance;

* work in an atmosphere of mutual respect;

* to make good use of additional support provided.

Learning environments

Our aim for the learning environment is that it:

* enables learners to develop their ideas through independent enquiry;

* enables learners to take appropriate responsibility for the organisation and care of learning resources;

* enables learners to make the best use of space and learning resources;

* is organised so that learners maximise their opportunity to make use of available resources;

* reflects the current areas of study of the National Curriculum, including literacy and numeracy;

* contains high quality, stimulating and interactive visual aids which celebrate learners' achievements and which supports them to undertake challenging tasks;

* encourages learning by promoting a sense of pride in learners' own achievements and the achievements of others;

* provides opportunities to access new technologies as a tool within the learning process.

Progression

We aim to ensure:

* learners are set a target for progression;

* learners achievements are measured in relation to their different starting points and their targets;

* learners, parents and carers are informed of their progress at least once per term ;

* where progression is not in line with expectations the teacher will discuss and plan with members of the senior leadership team to support improved progression;

* where progression exceeds expectations a more challenging set of targets and skills development will be put in place.

APPENDIX 1

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Section

There is a central understanding that :

1.1 Teachers will:

• Plan structured lessons in line with the principles of our 'Language for Learning' and aim to enable all learners to make outstanding progress.

• Plan lessons that are fast-paced and include a variety of learning strategies that engage and challenge learners.

• Have high standards of professional conduct which include good timekeeping, maintaining positive professional relationships with colleagues and learners and engendering the highest expectations.

• Respond skilfully to the specific learning styles, additional educational needs and social and emotional needs of all learners.

• Employ a range of appropriate resources including new technologies that will engage and motivate learners.

• Use Teaching Assistants expertly to meet the needs of our learners.

• Use the principles of Assessment for Learning (AfL) to form the basis of learner progress.

• Encourage courtesy, consideration and common sense as underpinning a positive ethos that supports outstanding Behaviour for Learning.

•Develop strategies that provide opportunities for awe and wonder in their lessons

• Set regular homework that reinforces and extends learning.

• Set targets which challenge and motivate learners.

• Help learners develop their key skills in Literacy and Numeracy.

• Assess, monitor and evaluate learner progress in order to ensure learners have clear guidance on how to develop and progress

• Reward and celebrate the successes of all learners.

• Continually reflect on their practice in order to improve their effectiveness.

• Be familiar with and implement the school behaviour policy.

1.2 Learners will :

• be supported to demonstrate courtesy, common sense and consideration at all times and develop their curiosity and creativity whilst valuing challenge and aspiration in line with our language for learning.

• be supported to have an enthusiastic and commitment to develop skills and knowledge within and beyond the classroom aiming for their very best at all times.

• be well organised.

• be supported to take responsibility for their own learning, and work cooperatively with other learners.

• take pride in their work, achievements, conduct and in the school's aims.

• be aware of their strengths, weaknesses and targets for improvement – and act on them.

1.3 Lesson Plan : Context

It is expected that:

* each lesson will form part of a progression of planned lessons in a scheme of work that meets relevant Key Stage, National Curriculum and syllabus objectives;

* the specific learning objectives of the lesson address areas and skills that have been identified as priorities through the process of ongoing monitoring, evaluation and assessment;

* the learning environment will be appropriate for learners' needs.

1.4 Schemes of Learning

Schemes of Learning should reflect the aims of the school learning and teaching policy and ensure that the requirements of the national curriculum are met.

The following are important features of effective schemes of learning:

* the scheme of learning should be viewed as a working document that evolves to reflect developing outstanding practice;

* reviews of schemes of learning should take place regularly to ensure that tasks are appropriate and sufficiently challenging;

* schemes of learning should be used to encourage innovative and progressive teaching strategies and activities in the classroom rather than stifling them;

* where relevant, schemes of learning should promote best practice and look to develop their skills identified in the Knollmead BLP Profile as well as promoting best practice in AfL, Literacy, Numeracy and SMSC.

1.5 Lesson Design

Research suggests that consistently outstanding teaching stems from effective lesson design. This principle applies to teaching at all Key Stages.

Lesson design will:

* ensure a clear focus and structure;

* actively engage all learners;

* systematically develop learners skills so that they become increasingly independent;

* provide opportunities for learners to understand how they are learning;

* ensure that the needs of all learners are met through appropriate differentiation;

* use 'assessment for learning' to help learners reflect on what they know, reinforce existing learning and set targets for the future;

* ensure that learning is stimulating through careful management of pace and appropriate variety of activity.

* Where appropriate the lesson should, also incorporate relevant homework.

1.6 Learning Objectives

The nature of the learning objectives for a particular lesson will influence the teacher's choice of teaching and learning strategies and 'pedagogic approach'. Clarifying and categorising learning objectives before lesson planning should help to guide this choice. For example, a learning objective that involves the development of a concept may be best suited to an 'inductive' approach while appreciation of an aesthetic or a moral issue might suit an 'exploratory' approach.

Key principles to remember are:

* The learning objectives for the lesson should be shared clearly the learners at the beginning of the lesson.

* An active plenary/active plenaries should be used to assess the extent to which learning objectives for the lesson have been met, and to address misconceptions.

1.7 Effective use of starter activities

Ideally, starter activities should be characterised by purposeful and interactive whole-class teaching. They can be used flexibly and, whilst not compulsory, can add significantly to lesson effectiveness.

They can fulfil a wide range of purposes, including:

* using prior knowledge to link to and introduce new topics;

* exploiting 'prime learning time' for the first step to meeting the lesson objectives;

* helping to develop early levels of engagement and motivation by getting all learners quickly on task and injecting pace and challenge into the lesson;

* creating a climate of interaction and engagement for all learners;

* providing a thought-provoking start to a lesson;

* providing opportunities for 'little and often teaching' relating to particular aspects of the subject curriculum;

* providing series of discrete units to build knowledge, understanding and motivation over a series of lessons.

1.8 Effective use of active plenaries

The lesson should conclude with some form of active plenary, reflective activity or means of reviewing what has been learnt.

Active plenaries can help learners to consolidate what they have learned in the lesson and can generate a sense of achievement and completion. Ideally, these sessions will have a high level of pupil involvement. As with starter activities, this part of the lesson can be used flexibly according to the needs of the learners or subject.

Usually, they will be used at the end of a lesson but should also occur at other strategic points in the teaching sequence. Research evidence suggests that it is a good idea to give the learners advanced warning that there will be a focused plenary in order to gain the most from this session.

In particular, active plenaries can:

* draw the whole class together to conclude the lesson;

* consolidate and extend learning;

* highlight to learners how they have learned as well as what have learnt;

* provide an opportunity for the teacher to assess learning and plan accordingly;

* direct learners to the next phase of learning;

* provide an opportunity to value the achievements of individuals and the whole class;

* provide an opportunity to help learners identify what progress they have made in the lesson;

* highlight and address misconceptions;

* develop and instill a habit of intelligent reflection;

* stimulate interest and curiosity for the next phase of learning.

2 Inclusion.

2.1Meeting the needs of individual learners

Knollmead Primary School is committed to providing the highest quality education for all learners. It is expected that schemes of learning and lesson planning will evidence provision of differentiated learning challenges designed to engage and extend learners of all abilities, including PPG, FSM, SEN, EAL and More Able learners.

The following constitute guidelines in key areas for meeting the needs of all learners at Knollmead Primary School;

2.2 Challenging underachievement

Teachers are responsible for identifying and challenging underachievement.

Key features of this are:

* Systematic processes to identify underachievement through the scrutiny of relevant data in comparison to predicted learner progression;

* The implementation of strategies to combat this underachievement

2.3 Use of prior information

* Teachers must have a record the following information: Knollmead end of year target, prior attainment data e.g. KS1 / 2 results, PPG , Special Educational Needs and English as an additional Language. This information should be used in the planning of lessons and the personalisation of learning for all.

2.4 Planning to meet the needs of all learners

* The SENCO will support staff in meeting the needs of learners. This will include providing information, guidance on appropriate teaching strategies and the adaptation and provision of teaching resources.

* Teachers must be aware that flexible organisation is the key to working effectively with learners of varying abilities and needs. Planning in advance in order to create this flexible atmosphere within the lesson is essential.

Research suggests that the following are examples of good practice in successfully planning to meet the needs of all learners:

* ensuring that there are appropriate resources at hand for each task;

*ensuring that there is sufficient processing time for learners to consider questions asked of them;

* making active use of 'peer pairing', collaborative working and other forms of grouping arrangements;

* carefully considering classroom layout and student seating arrangements;

* carefully considering time implications for different tasks so that all learners are able to feel a sense of accomplishment within the lesson;

* provision should be made to enable all learners to contribute meaningfully at their level and not necessarily the level of the wider class;

* Care should be taken to avoid simply providing 'extra work' for able learners who accomplish tasks quickly.

2.5 Resources for learners

* Teachers should ensure that there is an appropriate range of resources to enable learners of all abilities to access and engage with the curriculum.

* Ideally, all resources should be designed to challenge and extend learners and develop independent learning skills wherever possible.

3. Use of Interactive Technology

* Available technologies should be utilised fully in order to ensure learner engagement.

* Care should be taken to ensure that the opportunities to further pupil engagement through the use of interactive whiteboards are fully developed.

* The use of handheld devices, for example as video cameras or data recorders, is encouraged.

* Regular training should be undertaken to ensure teachers are up to date with the latest developments and that they are utilising new technologies appropriately. It is vital that teachers' use of new technologies does not fall behind that of learners.

* Consideration should be given to those learners who may not have home access to the internet and opportunities to use online resources made available at school.

4.Creating a purposeful learning environment at Knollmead

* the classroom should be a stimulating environment for learning;

* it is recognised that seating arrangements within the classroom are extremely important and can have a significant impact on teaching and learning. Seating arrangements are at the direction of the class teacher and should be considered in advance;

* it is the responsibility of the classroom teacher to ensure that their teaching room is a stimulating and well maintained learning environment. Notice boards, displays of learners' work and other materials should be regularly updated and maintained in good condition;

* classroom display should reflect topics being studied and should be used to promote and inspire learning;

* the atmosphere within the classroom should be conducive to learning, encouraging learners of all abilities and backgrounds to contribute to the lesson in a tolerant environment;

* the achievement of all learners should be promoted and praised;

* punctuality is essential for staff and learners;

* the teacher should be prepared for all lessons, enabling appropriate management of the learning environment and expectations for behaviour to be set from the outset of the session;

* an attendance register must be taken at the start of the day and after the lunch break, and at the end of each session (up to morning break, up to lunch time, and up to the end of the day) learners should be dismissed in an orderly manner;

* the classroom should be left tidy and litter free at the end of each lesson;

* resources should be returned and computers and projectors should be switched off at the end of the school day;

* All lessons should be conducted in an environment which is calm and purposeful, where everyone is treated with respect;

* the achievement of all learners should be promoted and praised;

* the teacher should have a professional relationship with the learners.

5.Pedagogy.

Pedagogy is concerned with the science and principles of teaching. It is an area that is continually evolving and developing as research reveals more about how we learn and as technology enables the development of new practice in the classroom.

Clearly, to achieve the highest quality of learning and teaching, an understanding of the most recent pedagogy should inform schemes of work, lesson design and all aspects of practice within Knollmead Primary School.

5.1 Pedagogic approaches.

Research suggests that there are three main pedagogic approaches, including;

Direct

This approach can be particularly useful for the teaching of new skills and knowledge. It often involves a structured sequence, possibly beginning with whole-class work through modelling, demonstration or illustration. This may then be followed by individual or group work.

Inductive

This approach can be useful to develop learners' understanding of a concept or process. It often involves giving the learners a structured set of directed steps in which they collect and sift information and examine data. This can lead to the generation of categories or the formation of hypotheses. A good example might be generating a spelling rule – for example – when to use 'sion' instead of 'tion'.

Exploratory

This approach can be used to consolidate and refine skills and understanding. It often involves the learners testing a prediction or hypothesis based on the understanding of a concept.

5.2 Active teaching techniques

Within these broad pedagogic approaches a variety of teaching and learning strategies and techniques can be chosen. These can include direct instruction, demonstration, modelling, questioning, source work, group work, pair work, independent research, presentations and so on.

Research also suggests that highly effective teaching involves using a wide-ranging repertoire of different teaching and learning strategies and techniques and it is expected that department schemes of work and lesson plans will evidence the use of a range of approaches. The choice will be determined by the lesson objectives, pedagogic approach and styles appropriate to the learning.

Examples of strategies are provided below:

5.3 Questioning / questioning strategies

* Questions can be planned in a sequence that guides learners towards and reinforces the main objectives of the lesson;

* Certain types of questions have inbuilt challenge and require learners to think deeply:

open-ended questions that have no single obvious answer;

questions that demand and develop higher-order thinking skills such as analysis;

synthesis and evaluation;

questions that encourage learners to speculate and take risks.

* Teachers can build in 'wait time' so that learners can reflect on a challenging question before answering.

* Questions can be used to promote active listening and engagement, especially when the 'no hands up' rule is used. Active listening skills can be developed further by building variety into a teacher's questions and expecting learners to generate their own questions.

* Learners can be encouraged to give extended answers through the careful use of questions and other strategies, such as inviting learners to elaborate or speculate on a topic.

5.4 Explaining

* Explanation can contribute to learners' learning when they enable learners to connect new information to what they already know.

* Many things, such as abstract concepts, events outside learners' experience, principles, rules and important ideas, may be difficult or impossible for learners to understand without explanation.

* Common types of explanation can be used to deal with: concepts; similarities and differences; cause and effect; purposes; processes; reasoning and proof.

* Evidence suggests that teachers can improve their explanations through using a wide range of techniques, such as illustrating or animating their verbal explanations, and the use of props, or voice and body. These can contribute to improved pupil engagement and understanding.

* Asking learners to explain their thinking and reasoning can help them to crystallise and consolidate their learning following explanation.

5.5 Modelling

* Modelling can help to make explicit the thinking behind concepts, skills, relationships, decisions and processes.

* Modelling should be seen as more than simply demonstrating a skill or technique. Whilst demonstrating shows learners how to do something, modelling helps learners to understand underlying structures and embedded ideas. A good demonstration does not always have to be supported by discussion although modelling without discussion is often ineffective.

* Modelling can play a significant role in helping learners to learn independently because ideas are presented in ways that learners can understand, change and use again to support their future thinking.

* Evidence suggests that modelling is most effective when the teacher:

is specific;

explains underlying principles;

shares thinking;

involves learners increasingly by encouraging them to ask questions;

provides opportunities for learners to practice the new skill or process while it is fresh;

supports first attempts with prompts and other support to build learners' confidence and expertise;

builds in time for learners to reflect on what they have learned.

6. Learning Styles

Research also suggests that learners learn in different ways and teachers and learners should have an awareness of how they learn. Whilst learners may have a preferred learning style teachers should ensure that all learners are encouraged to develop a full range of learning styles.

Definitions of types of learners are listed below along with indicators of how to identify each type of learner through classroom observation:

A visual learner typically:

* prefers to read, see the words, illustrations and diagrams;

* talks quite quickly, using lots of images;

* memorises by writing repeatedly;

* when inactive, looks around, doodles or watches something;

* when starting to understand something says, 'that looks right';

* is most distracted by noises.

An auditory learner typically:

* likes to listen to explanations and to talk things through;

* talks fluently, in a logical order, and with few hesitations;

* memorises by repeating words aloud;

* when active, talks to self or others;

* when starting to understand something says, 'that sounds right.

A kinaesthetic learner typically:

* uses lots of hand movements;

* likes to get involved and prefers a 'hands on' approach

* talks about actions and feelings and speaks more slowly;

* memorises by doing something repeatedly;

* when inactive, fidgets, walks around;

* when starting to understand something says, 'that feels right';

* is most distracted by movement or physical disturbance.

Talking to learners about their favourite learning activities and curriculum subjects can also help to build this profile and can provide an insight into learning preferences, multiple intelligences and thinking styles.

A central principle in utilising learning styles to promote effective teaching and learning is to vary lessons in a way which allows access for all preferred learning styles within a lesson or a sequence of lessons.

The following are suggestions for incorporating an awareness of learning styles and multiple intelligences into classroom teaching:

* research the range of learning styles in your classroom;

* ensure that learners begin to understand their own learning preferences. This will enable them to make informed choices when selecting resources to support independent learning;

* ensure that you do not overlook planning for kinaesthetic learning opportunities. Research indicates that the needs of kinaesthetic learners are the most neglected;

* accept the fact that you cannot accommodate all learning styles every lesson. Ensure, however, that your schemes of work provide regular opportunities for all types of learners to use their preferred styles;

* try not to allow learners to work only within their preferred learning style. Providing opportunities to work in a variety of ways will help them to become more flexible learners. Research suggests that the most successful learners are those who can access and process information in a variety of ways;

* work collaboratively where possible to generate and share resources to avoid duplication of effort – particularly in preparing for the more resource dependent visual and kinaesthetic learners;

* aim to provide a choice of activities and outcomes where possible so that learners can opt to use their preferred learning styles.

7. Developing Independent Learning

An area that is increasingly regarded as central to effective learning and teaching is enabling learners to become independent lifelong learners.

Key features include:

active discussions with learners about how they are learning;

explicit direction about what they need to do to be successful in their learning;

enabling learners to understand their preferred learning styles;

developing an effective understanding of study skills – including revision techniques, recording notes and summarising.

8.Supporting Learners' Learning

Learners' learning and personal development is supported in a number of different ways across the school:

* if an academic concern arises it should be dealt with by the class teacher initially. If the concern continues this should be discussed and referred to the Senior Leadership Team

* the SENCO has a central role in supporting the learning of learners that have been identified as having learning, behavioural or emotional difficulties. This support may include:

curriculum support;

staff 'surgery';

staff meetings and INSET;

involvement of outside agencies such as EP;

assignment of TA support;

homework clubs and social skills groups;

liaising with departments regarding SEN provision, including developing differentiated resources.

* if the concern is of a personal or serious nature it should be referred immediately to the designated safeguarding lead;

Information to monitor an individual student's progress can be collected in the following ways:

* round robins asking for specific information on the student;

* monitoring reports;

* assessment data;

* through discussion in meetings, e.g. TAC meetings and pupil progress meetings.

Parents / carers should be informed of any concerns at the earliest opportunity in order to work in partnership to resolve them.

8.1 Teaching Assistants

* The SENCO will assign TAs to support the teacher in meeting the diverse learning needs of learners, in particular, those learners with a statement of Special Educational Needs.

* They will work with the teachers both within the classroom environment and outside the classroom at the direction of the teacher.

* It is the responsibility of the teacher to provide the TA with information on schemes of learning and lesson content well in advance. There should be regular communication between teachers and TAs about how teaching can be structured to support learners as TAs will often have in depth knowledge of the learner being supported.

9. Support for Staff in the Development of Learning and Teaching

Knollmead is a learning community and as such there is a strong commitment to the continuing professional development of staff. The aim is to provide opportunities for self- development in relation to the latest teaching and learning practices. The support for this will be provided in a variety of ways including:

* the staff induction and INSET programme, including lesson study;

* the process of development planning in which the key areas of focus for teaching and learning development will be identified;

* performance management;

* discussion in relation to staff development in line management meetings;

* the encouragement of the process of self-evaluation;

* enabling best practice to be shared;

* the utilisation of internal and external expertise in relation to teaching and learning;

* liaison with partner schools for joint teaching and learning projects;

* staff 'surgery' sessions.

10. Monitoring and Evaluation of Learning and Teaching

The monitoring of learning and teaching is a very important part of the continuous process of raising achievement within the school.

Broadly, the purpose of monitoring is to:

* identify successful learning and teaching strategies and initiatives;

* share good practice;

* identify policies, systems and practices which require development;

* inform future planning and development;

* develop consistency of approach across the school;

* provide a basis for accountability.

11.1 Whole school monitoring

* Monitoring whole school performance and progress is the responsibility of management at all levels.

* This monitoring and review is a continuous process linking directly to school development planning.

* The leadership team is responsible for reporting performance to the governors and Local Authority. The focus of this monitoring will vary according to the areas of focus identified in the SDP.

* Analysis of SATS results and internal assessments play an important function in focusing developments to raise learners' attainment. It forms a baseline for target setting and for identifying pupil and teaching achievement together with providing a foundation for prioritising support in cases of considered under-achievement.

11.2 Use of data

* Whole school data is collected regularly to provide a portfolio of information on learners that will allow for the detailed tracking of progression. This can be accessed along with student prior data scores on the school's system.

* It is anticipated that staff will regularly review and update student progress using this information as well as their own formative and summative assessments. This information can also be used to:

identify underperforming and more able learners;

identify learners for booster and enrichment classes;

identify potential referrals to SEN team;

evaluate the success of new teaching strategies, initiatives, adjustments to schemes of work or curriculum changes;

predict end of year and key stage attainment and progress, and set targets.

data from specific testing by the SENCO will be used to identify learners who may be eligible for exam concessions and access arrangements.

11.3 Lesson observation

Lesson observations provide an ideal opportunity for teachers to evaluate their practice and discuss areas for development. Used sensitively, it should provide a vehicle through which best practice can be shared and for training and future developments to be prioritised.

Lessons may be observed during the course of the year by the following:

* another member of the teaching staff for the purposes of appraisal, professional development or the sharing of good practice;

* members of the Leadership team and subject leaders as part of a rolling programme of observations;

* SIP, Educational Psychologist, Ofsted inspectors, Governors

* Professional Tutors as part of the NQT and ITT programmes.

11.4 Other monitoring strategies

A range of further monitoring procedures will be employed by the leadership team, SENCO, subject leaders These may include:

discussions with pupils;

lesson observations;

learning walks;

work scrutiny;

pupil self review;

parent interview;

SATS analysis reviews

Other performance indicators such as achievement and merit certificates and awards, letters of praise / concern from parents and evaluation forms from parents' evenings and other school events will be monitored and utilised appropriately.

Evaluation

* For monitoring to be purposeful it is important that the resulting information is evaluated in order to inform future planning;

* This in some instances is made easier by comparison against agreed policies, standards and exemplars of best practice. The school and year development plans also provide the ideal tool to evaluate current practice;

* The monitoring and evaluation carried out at all levels will be used to feed the schools Self Evaluation Form (SEF) and the School Development Plan;

For guidance on the following areas please see individual school policies

Curriculum

Assessment Recording and Reporting and Homework

KS1 Knollmead Marking Symbols

	Learning objective met
	Learning objective nearly met/developing
	Learning objective not met
	This is something you have done well
	This is the next step in your learning
	A teaching assistant has helped me with my work
	A teacher has helped me with my work

KS2 Knollmead Marking Symbols

LOM	Learning objective met
LOD	Learning objective nearly met/developing
LON	Learning objective not met
	This is something you have done well
	This is the next step in your learning
	A teaching assistant has helped me with my work
	A teacher has helped me with my work