North London
Grammar School

Teaching and Learning Policy

Date last reviewed	November 2020
Reviewed by	Mrs. Bilici, Deputy Head
Approved by	Mr. Adak, Headteacher
Next review due by	September 2021

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1. Rationale

'Bonitas, Scientia, Disciplina'

At North London Grammar School, we believe our students deserve excellence in the classroom. Therefore, we are committed to the aspiration that every teacher will become an outstanding practitioner and every student will become an outstanding learner. We want to produce a climate and culture of learning that help our students develop the knowledge, skills and aptitudes to be effective lifelong learners and for teachers to be highly effective in their craft.

2. Aims

- Provide an inclusive education that ensures each pupil achieves his or her full potential
- Ensure all students have equal access to a broad and balanced curriculum that offers opportunities for academic, physical, creative, social, moral, and spiritual development and well-being
- Provide a stimulating environment where all learners are happy, safe, and secure
- Ensure our Specialist School Status in Mathematics and Science raises attainment and contributes to school improvement through high quality innovative approaches to teaching and learning
- Work with parents and carers, and the wider community to best serve all learning needs and interests
- Enable students to recognise and challenge inequality and injustice in society
- Empower students to become responsible and proactive citizens
- Provide opportunities which encourage trust and develop self-discipline and self-esteem
- Promote a vision of education as part of a lifelong learning process where every pupil has continual high aspirations

3. Objectives

The Headteacher will work with the NLGS Leadership Team to:

- Coordinate first class professional learning that supports outstanding teaching.
- Create and maintain an environment and code of behaviour which promotes excellent behaviour and discipline.
- Determine, organise and implement a full, broad and balanced curriculum which meets the needs of individual students.
- Ensure cross curricular strategies for Literacy, Numeracy, ICT, British Values, and Protected Characteristics and Spiritual, Moral, Social and Cultural (SMSC) development are applied consistently and impact on raising achievement.

- Effectively monitor, evaluate and review the quality of teaching and achievement of all students, including those with additional needs.
- Work with governors to hold the staff to account over the quality of teaching and its impact on learning.

Team Leaders to:

- Be an expert coach/mentor as appropriate, using this skill successfully to help teaching staff achieve their potential.
- Work intensively with designated staff to help them make quick improvements in the quality of their teaching
- To make effective contributions to professional learning that supports whole school improvement drives in learning and teaching.
- Use data analysis skills to identify and organise successful intervention strategies to help narrow gaps and ensure students maximise their potential.
- Support Coordinators in ensuring all groups of students meet their targets and gaps in progress are closed.

Coordinators to:

- Implement the programme for monitoring and evaluation (student tracking and action plans) within the school.
- Be accountable for the standards of learning and teaching within their department.
- Work intensively with designated staff to make quick improvements in their teaching.
- Set priorities and targets for the department within the context of the NLGS Improvement Plan.
- Have a clear overview of the department and have in place long and midterm plans which will provide the foundations for outstanding teaching within the subject area.

Classroom Teachers to:

- Ensure their lessons meet the expectations laid out in the document "Learning and Teaching Expectations at NLGS."
- Plan effectively delivering lessons which challenging students.
- Set rigorous and meaningful subject specific target (action plans) which help students progress in the subject.
- Use the NLGS literacy, numeracy, AfL, and differentiation strategies to support students' development in these areas.
- See themselves as learners looking to constantly improve and refine their practice through reading pedagogy, action research, being open to feedback from staff and students, and self-evaluation.
- Monitor students' progress and make effective interventions through frequent formal and informal written and oral feedback and maintain effective records on KSM.

- Create a secure, stimulating and resourceful classroom environment that will motivate students to learn and to perform to the best of their ability.
- Ensure that lesson planning, assessment information, IEPs, action plans, seating plan and any other documentation about each class is well organised and accessible in the classroom.

Support Staff to:

- Work collaboratively with the class teacher in planning for learning and teaching.
- Support students in specific aspects of their learning as agreed with the class teacher.

Students to:

- Aim to achieve goals and meet targets and respect the right of others to do the same.
- Take responsibility for their own learning and be proactive in using self-assessment and independent learning techniques.
- Meet deadlines for completing work.
- Follow the "Home School Agreement" and observe the NLGS rules.
- Know their current and target levels

Parents and Carers to:

- Work in partnership with the NLGS in all aspects of their children's education.
- Support NLGS initiatives which involve collaborative working to raise student achievement.
- Encourage and support their child to work to meet their potential.
- Attend consultative events or meetings to discuss student progress.

The Governing Body to:

The Governors (Study Body Team) are responsible, in consultation with Senior Leadership Team for establishing the policy for the promotion of high quality lessons and for reviewing it at the appointed review date.

4. Procedures

"Learning and Teaching Expectations at NLGS"

Lesson Design:

There is no expectation for teachers to produce a formal lesson plan for each lesson they deliver, staff is expected to use the time plan lessons that will inspire and interest their students and produce lessons which they are excited to teach. A 5 minute lesson plan will only be required for performance management observations and for those colleagues where lesson planning is the barrier to good or better teaching. Additional planning may be required as part of the teachers personalised development plan.

Long Term plans must be in place for each year and be a working document which staff use to direct their medium and short-term planning.

Opportunities must be sought to plan in pairs and teams, for example using subject twilight time, in order to share best practice, but also to help teachers expand their repertoire and to be the best teacher they can be.

Learning environment:

Teachers must take ownership of their own rooms seeking to make them positive and stimulating learning environments which inspire students and celebrate their successes.

Every term teachers must decide where students sit making choices on the basis of what they feel will be best for their learning. Seating plans should make effective use of the wide range of data available (CATS, SATS, target grades etc.)

Connect activities:

Every lesson, teachers must welcome students at the door making them feel welcome and excited by the lesson awaiting them.

Senior Leaders must be present in corridors at lesson changeover. Students' corridor behaviour depends on our consistency as a team, and so teachers' and leaders' presence at these key times are essential.

Establish a routine in your lesson that they are familiar and comfortable with

Have a seating plan and seat them according to how you want them to sit when doing group work when you move around .(i.e. when the two in front turn around to work with the 2 behind – what dynamic do you want?) This is good differentiation and also classroom management as they do not need to move around the room.

There should be something ready to engage students' learning as soon as they enter the room.

Clear, concise and challenging learning objectives must be shared with students every lesson. These need to be written down. Students should not be asked to choose an appropriate objective. Teachers must challenge all their students and direct them to particular objectives when appropriate.

During lessons: Discover, Develop, Motivate and Celebrate

At North London Grammar School, we believe there is no one set way of delivering the most effective learning, though there are some important principles that are likely to be seen in most lessons.

Episodes:

Effective learning involves students being active rather than passive, and constructing their own meaning from the resources they are working with. For key tasks students should be given clear success criteria to measure their progress against. We do not expect to see teachers talking at students for extended periods of time.

Differentiation:

Exceptional progress will not look the same for every student. Therefore, we believe students must be offered different pathways through the same lesson.

This can be achieved in a multitude of different ways including, but not exhaustively:

different activities; adjusted activities; targeted questioning; provision of different stimuli; adjusting the vocabulary of the resource given; or providing writing frames or structured support with literacy.

Teachers must have a focus group in all lessons that they work with directly. This shouldn't always be the same group of students.

We would not expect to see a one-size fits all lesson.

Pit-Stops: AfL

Lessons will often be interrupted by well-timed and effective pit-stops which check progress, address misconceptions and redirect learning where appropriate. Over a sequence of lessons, a variety of pit-stops should be seen. Whole class questioning is likely to be used to explore issues at the core of the lesson and the learning. Over a sequence of lessons, we would expect to see rapid, mass feedback used to make quick assessments of students' progress, and paired and group discussion to discuss and debate key learning being fully utilized to encourage maximum students' participation.

Questioning:

Teacher questioning must be balanced in favour of open, higher-order questioning, though closed knowledge based questions also serve an important checking purpose. Questions should be targeted at the students' ability. No hands up policy should be followed. * Key challenging questions should be followed by time for students to reflect and compose their responses. Whole class questioning should be used sparingly.

It would be anticipated that every lesson three or four key questions for students be prepared in advance to ensure questions are targeted and appropriately challenging.

Student level or grades:

We would expect to see regular references to the grades or levels students are working at and towards in order to give them a point of reference to grasp that progression in the subject means acquisition of some skills and concepts reflect a deeper understanding than others.

Literacy:

We must see one piece of extended writing for each class each half-term. This should help students understand what high quality extended writing looks like in the subject. Across a sequence of learning we expect to see, particularly at key stage three, work using PEA (point, evidence, analysis) to help students understand the internal structure of paragraphing and how to produce analytical commentary.

Oracy:

Across a sequence of learning we expect to regularly see some of the oracy strategies being used to promote students' ability to discuss and debate key issues and controversies. These should be used where teachers deem them appropriate in their schemes of learning.

Student Raconteurs:

We believe students often learn best from one another. In some lessons we would expect to see students presenting their learning, demonstrating a teaching point or occasionally even taking a part of the lesson.

Group Work:

Across a sequence of learning we would expect to see a mixture of individual, paired and group work. We would expect to see movement of seating and resources in order to maximise the learning from these different teaching set ups.

Assessment for Learning:

Teachers must ensure that students know their current level or grade and their target level or grade. Subject specific action points and classroom teaching should help them to close the gap between the two.

All summative and formative assessments must be logged into KSM.

Marking:

Rationale: It is important to provide constructive feedback to students, focusing on success and improvement needs against learning intentions. This enables students to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. The ultimate aim is to ensure that the marking and assessment process aids students in their quest to make progress over time.

What are the principles that guide the school's approach to marking?

Marking and feedback should:

- be manageable for teachers and accessible to students;
- relate to the learning objectives and success criteria;
- give recognition, praise and rewards for achievement, effort and presentation
- offer clear strategies for improvement;
- be regular and returned to students promptly in order for the feedback to be relevant;
- allow specific time for students to read, reflect and respond to marking;
- inform future planning;
- use consistent codes across the school, particularly for literacy and numeracy where appropriate;
- Ultimately be seen by students as a positive approach to improving their learning.

Marking Codes:

Abbreviations and codes are used by teachers when marking (appendix 9). In addition to the marking codes, a marking sticker is available to staff (appendix 11). It includes effort grade, number of achievement points earned, grade or level (if appropriate), what went well, even better if, and a space for students to make a response. Another general progress sticker is placed on the front of the students' work books (appendix 12). It includes their target levels for each term, a

space to fill in if they are on track to achieve their targets and most importantly, a space to write down a focussed target for improvement.

We use 'subject specific action points' to give formal feedback to students. Teachers must give students **2 positive comment focused on what they have learnt**, and **a subject specific action point** based on the following durations and key stages:

Key Stage	Core Subjects (English Language, Maths, Science)	Non-Core Subjects
3	Fortnightly	Every Three Weeks
4 & 5	Fortnightly	Fortnightly

Students **must be given the opportunity to act on this in order to demonstrate their progress.** Thus teachers must build in and adapt lessons to allow for this. Action points could be based on subject concepts or processes, exam criteria or on any progression model the teachers using their professional judgement deems appropriate.

How do we mark students' work?

Students' work needs to be marked in a colour that can be clearly seen. The school makes use of two forms of marking/feedback:

4.1. Formative feedback / marking – Not all work needs to be graded. Formative marking is marking that helps students to improve. Assessment for learning best practice recommends comment only marking as one of the best ways to encourage students to engage with the assessment dialogue between teacher and student. When 'quality marking' teachers should: highlight examples of where the student has met the learning intention; highlight areas of the work which could be improved; provide a focused comment which should help the student to 'diminish the difference' between what they have achieved and what they could have achieved. In order for the marking to be formative, the information must be used and acted on by the students. When work has been 'quality marked', time should be given during the following lesson for students to read and then make focused improvement(s) based on the improvement suggestion.

4.2. Summative feedback / marking – is associated with work where grades, levels or scores can be given. This can also be marked by the students, as a class or in groups. Students should be given information on their progress compared to their targets at least once per half term.

What other styles of marking do teachers use?

- Self-assessment (code SA) - students are sometimes encouraged to self-evaluate by identifying their own successes and looking for an improvement point based on the objectives and success criteria.
- Peer-assessment (code = PA) - once a marking process has been modelled with the class students sometimes mark the work of their peers. This allows them to develop their own critical capacity.

- Verbal feedback (code – VF) - It is important for students to have verbal feedback from the teacher working with them. The member of staff might initially talk to the student about how they have met the learning intention and then question the student about a specific part of the work. This may be to correct a student's understanding or to extend the student's learning.

Literacy and numeracy issues:

Numeracy and literacy should be corrected in a way which is appropriate to the needs of the student. However, where a student's work is littered with errors it might be best to focus only on a limited amount of mistakes so as to maintain a focussed and positive marking process. Students may be given time to complete corrections through drafting. The codes are designed to standardise our approach to highlighting literacy and numeracy issues. The code is designed that it might be used in a variety of curriculum areas.

Presentation of work:

It is important that students are encouraged to present their work in an acceptable and professional manner. The following are minimum expectations for written work:

- Title and date at the start of each new piece of work underlined;
- Home Work that is completed in work books to be highlighted using the code HW;
- Black (preferably) or blue ink to be used by students; green pen should be used to indicate where students have been involved in the marking or assessment process with the SA or PA codes if necessary; purple pen should be used by the teacher for marking and providing feedback
- Mistakes that occur during a piece of work should be crossed out using one single line with a ruler; correction fluid should not be used in school;
- Work that fails below the agreed standard of presentation should be challenged by the teacher and re-done if it is deemed necessary. Equally, rewards for excellent presentation should be given where appropriate.

Learning conversations:

In lessons we expect to see teachers engaged in conversations with students about their learning and progress based on the work they produce, thus constant two-way feedback underpins the teaching-learning process.

Peer and self-assessment:

Across a sequence of learning students must be given opportunities to peer and self-assess their work against clear, meaningful criteria.

Closing lessons:

We expect to see a final pit-stop or review to assess progress in all lessons and a reference to the next learning in the sequence. The learning and progress of students must be formally celebrated at this stage of the lesson and appropriate rewards given out. Students must be told to stand behind their chairs for a formal and orderly dismissal.

Behaviour for Learning:

Teachers are expected to follow the behaviour for learning policy. Student misbehaviour must be addressed calmly and assertively. We believe it is important to role-model to students' better ways of resolving conflict. Any student rudeness to staff or refusal to comply with instructions must be dealt with in line with the B4L policy.

Rewards:

Every lesson we would expect to see students praised both for their hard work, effort and relative performance. The NLGS reward system must be used by the teacher.

Teaching over time:

Over a sequence of lessons students should be building links between learning and between lessons so that they begin to develop a sense of big picture in the subject. Over time lessons should be helping students develop the key skills and building blocks of the subject as a discipline. Opportunities should also be sought to build cross-curricula links and promote students' social, moral, spiritual and cultural understanding.

Outside of lessons:

Enrichment

Students need access to opportunities and challenges they would not experience outside of the NLGS gates. Therefore, we are committed to providing high-quality enrichment, trips and experiences both through our enrichment lessons, but also outside of this. Every teacher will contribute to the enrichment schedule.

Teachers and leaders as learners:

There is an expectation at North London Grammar School that we all want to be as outstanding as we can be to provide a world class education for our students. It is crucial therefore that we are all learners and embrace professional learning as one of our core responsibilities and opportunities. We expect to see teachers and leaders talking about and reflecting on lessons and students' progress, and engaging in reading about pedagogy and their subject, in order to seek continual self-improvement.

Setting of appropriate home work across the whole curriculum:

Homework is an essential part of a successful education and helps support students' ability to learn in a variety of contexts. Homework not only reinforces classroom learning, it also helps students to develop skills and attitudes they need for successful lifelong learning. It promotes independent learning skills, including the habits of inquiry and investigation.

<u>Effectiveness of homework/learning</u>

Faculty leaders and teachers must ensure that home learning is purposeful and that it enhances the students' learning journey. Home learning is most effective when:

- Tasks are structured, linked to the scheme of work and their purpose is clearly explained to students;
- There is consistent practice across the faculties;
- Home learning is regular so that everyone knows what to expect each week;

- Home learning expectations are recorded in the planner provided;
- Students and their parents or carers are clear about what they need to do and what the outcome will be;
- There are high expectations;
- Feedback is clear, focussed and constructive.

Regularity of homework/learning

- In years 7 and 8 students will complete homework/ learning activities for all of the subjects on the curriculum on a balanced rotation each week. This must be recorded in the student planner.
- In years 10 and 11, home work/learning is expected to be set at least once a week per subject. This must be recorded in the student planner.
- Each term, key stage leaders will send a homework schedule for their respective year groups. Students will have a copy of the homework schedule in their planner and a soft copy is sent to parents.

Rewards and sanctions

Home learning will be rewarded through the points system. Additionally, students will be rewarded at the commendation assemblies or awards evening for their efforts.

On the occasions where students fail to complete their home learning, students will be set a subject/faculty detention, followed by additional progress leader/SLT detentions for regular offenders in accordance to the Behaviour and Detention Policy.

Student and parent involvement

The views of students about home learning will be sought as part of a student voice subject review. Parents have a considerable contribution to make to students' success in school. They are strongly encouraged to support their children with their home learning by creating the right environment and routines at home to enable home learning to be completed. Liaison with the school is encouraged through use of the student planner. Parent views are regularly sought and acted upon. The homework planner have been re-instated as a result of a parental feedback. Parents will be contacted if students regularly do not engage with homework/learning.

Spiritual, moral, social and cultural development of students

School is about far more than learning the curriculum. Spiritual, Moral, Social and Cultural development is the term used to embrace this broader dimension. It ranges from teaching in religious studies and citizenship through to sex and relationship education and a wide range of extra-curricular and out-of-school activities. Importantly these vital dimensions of life and growth should be present across the entire curriculum.

Spiritual development

To help students in their positive spiritual development, all lessons and additional learning activities should be designed, wherever possible to:

- promote students' self-esteem by valuing and rewarding their achievements;

- encourage students to reflect on their learning and allow them to question and explore;
- provide opportunities in and out of lessons for them to discuss and exchange views;
- Be supportive of those who seek faith or wish to strengthen it.

Moral development

In order for teaching and learning to be effective, students at North London Grammar School must adopt a shared moral code of respect. This moral code is taught through form time activities, assemblies and through the Personal, Social, Health, Citizenship Education (PSHCE) days.

- The necessity of and the importance of following appropriate rules is seen as vitally important in setting an orderly learning environment.
- Students are encouraged to take on responsibility for their own learning and for that of others through peer support. An example is the role of the prefects in assisting the younger students with the organisation of their planners.

Social development

As part of engaging lessons and activities, students are expected to interact with their peers and other members of the community. Consequently, their social development is of great importance. When planning teaching and learning activities, staff should always try to promote an environment where there is:

- a willingness to co-operate with other pupils by balancing individual and collective needs;
- a readiness to celebrate others' achievements;
- a feeling of mutual respect and tolerance;
- A culture where students aspire to achieve!

Cultural development

As well as developing an awareness of their own cultural roots, students should also be able to appreciate the diversity and evolution of cultural traditions.

- In lessons, assemblies and tutorials pupils should be helped to understand, respect and appreciate other beliefs, social circumstances and cultures and their impact;
- Further opportunities for the above should take place in extra-curricular activities and school trips, many of which are arranged through the Culture and Creativity faculties.

Monitoring of spiritual, moral, social and cultural development of students (SMSC)

In addition to the above considerations that take place when planning teaching and learning experiences at North London Grammar School, some aspects of the SMSC agenda are explicitly taught in lessons. This is audited annually to ensure that students are given the appropriate information and guidance on essential topics that may help students to be successful learners, confident individuals, responsible citizens and effective contributors.

Teachers are required to record SMSC instances on the school SMSC online form to share best practices and student achievements.

Tracking student progress

All staff have the responsibility to regularly and accurately assess each student's achievement and to track their progress made against individual target grades. This is reported to parents termly in interim assessments. All teachers will identify students in their class in need of additional support, including vulnerable groups such as SEN students and the most able. Interventions put in place will be identified in intervention plans and will be used to inform planning.

All subject/faculty leaders and pastoral leaders have the responsibility to monitor assessment across their department or year group, to analyse data, to identify individuals or groups and to intervene where necessary to ensure students are on track.

Monitoring and Evaluation of Teaching and Learning

Review of teaching and learning is on-going and regular, and will involve:

- Appraisal
- Lesson observations
- Learning Walks
- Work scrutiny
- Student voice

Aims:

- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of students during a lesson and over time
- To judge and evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify group and individual training needs across the teaching and support staff.

Introduction

At North London Grammar School we believe that learning is the process by which students gradually acquire and assimilate knowledge, concepts, skills, and attitudes to enable them to make greater sense of the world. Teaching and learning is central to our work as educators and it stems from the school's aims, ethos and vision. Students of all ability levels will be given equal opportunities to learn in order to achieve their full potential. Our purpose is to create a learning environment which fosters motivation and allows all students to flourish. We strive not to simply teach knowledge but to empower our students by teaching them how to learn. North London Grammar School - 'Bonitas, Scientia, Disciplina'.

At North London Grammar School, our staff:

- Support and challenge students to achieve their best
- Provide high quality, dynamic and stimulating lessons
- Provide high levels of interaction for all pupils
- Listen to students' views and are open to their opinions
- Evaluate and reflect on their practice

- Provide regular and meaningful home learning.
- Provide opportunities and guidance to apply and develop literacy, numeracy and other skills
- Encourage and support
- Provide high quality feedback
- Work collaboratively to ensure consistency in skill development by identifying and sharing best practice in T&L across all areas of the curriculum.
- Develop our range of T&L styles to create an exciting and creative learning culture.

Teachers are responsible for the progress of all students in their classes and for evaluating their own performance and professional development.

This can be achieved by:

- Self-evaluation of their own subject knowledge and understanding of changing educational initiatives recorded on Blue Sky Education as part of the Teachers Standards Review
- Self-evaluation of the quality and effectiveness of their own teaching and classroom management recorded on Blue Sky Education as part of the Teachers Standards Review
- Monitoring student progress to ensure they achieve well against prior achievement and similar groups nationally through action plans (appendix 16) and student context sheet (appendix 15).

Reviews of T&L will take place on an on-going basis and will involve:

- Management of performance overtime in line with the Teacher Standards, by their Line Manager.
- Lesson observations conducted by members of the Senior Leadership Team and/or line manager/performance reviewer
- Learning walks on a regular basis
- Work scrutiny within lessons, samples requested for monitoring within the guidance of the marking and assessment framework.
- Student voice within lessons or as part of a sub group to capture voice and provide evidence for T&L audit.

<u>Protocols</u>

At North London Grammar School, we have an agreed format for monitoring and evaluating teaching and learning for the management of performance over time, in line with the Teacher Standards. This will consist of the following classroom visits per academic year:

- Two formal lesson observations (1 formal observation if rated Outstanding in the 1st observation cycle)
- Three learning walks, each no more than 20 minutes, conducted by senior and middle leaders.

This is the guidance we use in North London Grammar School. Additional informal learning walks will be conducted during the academic year. The sole purpose of these monitoring learning walks is to allow senior and middle leaders to evaluate the performance of their teams and monitor the progress of students within their charge for review, audit and planning purposes. Observation can be extended to cover responsibilities outside the classroom where appropriate to the teacher concerned.

In this school, teachers' lessons will be observed on an appropriate and reasonable number of occasions based on individual circumstances of the teacher (for example NQTs, staff in need of additional support, staff on development programmes). The number of observations will be in accordance with the school management of performance policy, which includes provision for circumstances where concerns have been raised about a teacher's performance. (ASCL guidance)

Protocols for Lesson Observations (including joint observations)

During the lesson:

- Teachers may expect to be observed for part of, or a whole lesson. Lessons will be graded where an observation lasts for at least 25 minutes.
- The observer may need to talk to student or look at their work as part of the self-evaluation process.
- Evidence: Register, seating plan, class context sheets, identified cohorts, SEN information, marking and assessment tracking data), 'KSM Behaviour records 'and student planners may be used as part of the monitoring and evaluation process and should be available at all times and provided by the class teacher.

Feedback:

- Feedback will be given as soon as possible, within 5 working days.
- Written feedback will be given on the lesson observation form via Blue Sky
- Feedback will be honest and clear, setting out grading, strengths and areas for development.
- Lesson observation forms will be stored centrally to inform the T&L audit trail and management of performance.
- Targets set from the previous observation will be carried forward for review. If the observation is linked to a specific objective from your appraisal the teacher should be reminded of this by the observer. The purpose is to review progress and to identify areas for support for coming year.
- Measuring progress in the lesson and overtime – use of student work scrutiny, tracking data, and student voice. Lesson grading will take into account progress over time.
- Judgements made about the quality of the teaching and learning will be based on the Ofsted criteria for lesson observation via Blue Sky and which is available in appendix 13. Lesson observation grades will be recorded in Blue Sky and will be shared with the relevant senior and middle leaders.

Work Scrutiny

Protocol for work scrutiny (including classwork, homework, coursework, controlled assessment, internal exams, displayed work in classrooms).

The purpose of the work scrutiny is to monitor and evaluate the progress of student cohorts within lessons or as part of a sub group, and capture evidence of typicality of teaching and learning across the school community. Work scrutiny is a powerful tool to observe and develop common trends in learning, teaching, marking, assessment and feedback.

<u>During work scrutiny:</u>

- Senior and middle leaders will conduct work scrutiny as part of the self-evaluation process. This may occur within lessons or as a sample requested for monitoring within the guidance of the marking and assessment framework and home learning framework.
- Work scrutiny will be used to quality assure school, department policies and standard operating procedures and will be recorded in self-evaluation documents (SEFs).
- Written or verbal feedback will be given.
- There will typically be short notice of work scrutiny.
- The outcome of work scrutiny will be tracked by coverage: staff, subject, year group, cohort, sub group and will be stored centrally to inform the T&L audit trail in T: Staff Shared/Teaching and Learning to provide evidence of typicality in T&L and student progress.

<u>Feedback:</u>

- Feedback will be given as soon as possible, within 5 working days. Written feedback will be given on the work scrutiny form via Google Form.
- Feedback will be honest and clear, setting out strengths and areas for development.
- Work scrutiny form outcomes will be stored centrally to inform the T&L audit trail. If the work scrutiny is linked to a specific objective from your performance you should be reminded of this by the scrutiniser. The purpose is to review progress and to identify areas for support for coming year.

<u>Evidence will be:</u>

- Feedback – formative comments and advice/targets on each substantial work assessed with grades/levels where appropriate
- Literacy/Numeracy: Use of whole school literacy framework/numeracy framework
- Progress: Do students learn from their mistakes and modify their work?
- Challenge and expectation – books orderly with work complete
- Presentation - high expectations of handwriting and presentation
- Variety of activities/ resources to support learning.

<u>Student Voice Protocol:</u>

This research information is used to capture feedback from our school community and inform planning, monitoring and evaluation, across student cohorts, the academic and pastoral curriculums at North London Grammar School.

Evidence will focus on:

- Do students feel they are listened to?
- Do they have any say in how the school is run and in how their learning is organised?
- Do students have opportunities to take on leadership roles, to express their ideas publicly and to be consulted on major changes?

Continuous Professional Development

- We are committed to providing high quality CPD through a structured programme of events and opportunities throughout the CPD school calendar. Teachers should:
- Continuously update their subject knowledge and teaching practice in line with current developments and initiatives via Blue Sky Education;
- Discuss learning and teaching in Department Development time in order to share good practice recorded in Line Management Minutes;
- Plan their own CPD programme in conjunction with their Line Manager as a result of the self-evaluation process and by reflecting on the Teacher's Standards document - see Blue Sky Education.

Frequency of Monitoring

At North London Grammar School we have 2 formal observations and 3 lesson walk through. The following is an example of the monitoring cycle:

Type of Monitoring	Foci	Approximate Date
Lesson Walkthrough	**Behaviour for Learning:** Use of behaviour ladder, praise, addressing behaviour concerns in line with the behaviour policy. Promoting learning through positive B4L techniques. **Lesson structures and organisation:** lesson objectives and success criteria are shared with the students, lesson is structured and organized to support learning of the class and addresses individual learning needs.	Autumn 1
Work Scrutiny	Improve outcomes further by making sure pupils consistently complete the work that their teachers set them	Autumn 2
Formal Lesson Observation		Autumn 2
Lesson Walkthrough	New OFSTED Framework, May 19	Spring 1

Type of Monitoring	Foci	Approximate Date
	Teachers enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion The subject curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.	
Work Scrutiny	Improve outcomes further by making sure pupils consistently complete the work that their teachers set them.	Spring 2
Formal Lesson Observation		Summer 1
Work Scrutiny	Improve outcomes further by making sure pupils consistently complete the work that their teachers set them.	Summer 1
Lesson Walkthrough	New OFSTED Framework, May 19 Teachers check pupils' understanding effectively, and identify and correct misunderstandings. Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.	Summer 2

Appendices:

- Key teaching tools
- Consistently Outstanding 'Matrix'
- Differentiation by pathway
- Questioning
- Oracy strategies
- Discovery Questions
- PEA (Point, Evidence, Analysis)
- AfL strategies
- Mark code

- Lesson Planning
- Action Planning
- Blue Sky Education – Lesson Observation Form
- Sample Work Scrutiny Form

Appendix 1: Key Teaching Tools

Key teaching tools	Drilling down to the detail
Differentiation	***Teachers MUST*** ❖ Display Learning Objectives on the board at all times ❖ Share the success criteria of the lesson objectives ❖ Students need to know which level they will achieve at the end of the lesson according to the pathway chosen. It is the teacher's responsibility to ensure students follow the right pathway so that they are challenged to achieve their potential. ❖ All students must know their levels and what they need to do to improve. ❖ Use tracking and action plans to differentiate for all groups of learners. ❖ Developing and adapting resources to both support and extend students, taking into account all students' needs ❖ Have a focus group in all lessons that you work with directly. This shouldn't always be the same group of students. ***Teachers should also:*** Providing a range of alternative tasks • Deliberate grouping of students according to tasks (e.g. grouping all of the most able students together to work on a particularly challenging task; using 'jigsaw' grouping; mixed ability grouping for peer teaching etc.) • Assigning roles to individual students (e.g. leader, scribe, questioner, spokesperson etc.) • Varying degrees of challenge within teacher questioning and response
Oracy Strategies	Right is right - making students speak in whole sentences and challenging precise answers) Listening triads Socratic circles

	➢ Debate ➢ Talking roles
➢ **Assessment for learning**	➢ Subject Specific Action Points – building in time for students to address their SSAP and showing this in their work ➢ Quality marking outside of SSAPs - what does it look like? Are our expectations clear? ➢ Data led teaching: beyond numbers. How to use students' work to plan and to reteach where necessary
➢ **Pit stops: AfL**	➢ The following strategies must be used during lessons. • **'NO HANDS UP', unless they have a question.** • Whiteboard • Traffic light cards • Group and pair talk • Peer assessment/Self-assessment • Bouncing answers • AFL plenary PowerPoints (can be found on school server)
➢ **Literacy**	➢ Correcting of key spelling, consistency in editing code • Beyond PEA - counter-argument in extended writing, when to analyse - when to evaluate, qualifiers, writing frames, sentence starters - PEA at KS4 plus more complexity for top sets

Appendix 2: Consistently Outstanding

Consistently outstanding	**In all lesson teachers will need to**	
Learning and Progress: ○ Almost all students make rapid and sustained progress	**Design**	• Decide on the context of your lesson; have a purposeful vision and focus. • Decide on your learning objectives and outcomes; make them clear, concise, meaningful and differentiated. • Shape and structure your activities so that students are excited and challenged – they

○ Students, and groups of students, learn exceptionally well ○ Students show high levels of engagement and commitment **Teaching (including Planning and expertise; expectations; Interventions and support; RWCM):** ○ Consistently high expectations of all students. ○ Planning enables students learn exceptionally well. ○ Tasks are challenging and match students' needs accurately. ○ Planning is based on systematic and accurate assessment of prior learning ○ Teaching strategies are well judged and often inspirational and match individual needs accurately. ○ Support and interventions are sharply focused and timely and match individual needs. ○ The teaching of reading, writing, communications and Maths is highly effective and well planned. **Assessment and Feedback (including homework)**		will want to connect, discover and celebrate. • Make a coherent connection to prior learning and attainment so that you shape an inclusive experience that meets the needs of all learners. • Explore the way in which learning will link with what has gone before and what is to come. • Describe how each activity links to the learning outcomes and build in learning pit-stops.
	Connect	• Actively involve students in real choices and create a secure environment where risks can be taken. • Share and explain levelled learning objectives and assessment criteria and make links with prior learning. • Give the big picture of the topic, a short summary of the main sections and explain the relevance of what is to be learned. • Engage students' thinking, real to life questions. • Set challenging goals – connect with what they will be expected to achieve by the end of the lesson. • Provide scaffolding for literacy development e.g. display and use key words; use oracy approaches before feedback or before moving into writing.
	Discover, develop, motivate	• Shape what needs to be learnt through memorable, authentic and time-framed activities that are challenging, achievable, well-paced, and relevant. • Demonstrate and model different ways of approaching learning challenges

○ Understanding is checked systematically and effectively throughout the lesson, anticipating the need for intervention. ○ Marking and feedback from teachers and other students are frequent, constructive and of consistently high quality. ○ Students understand and act to improve their work. ○ Appropriate homework contributes very well to students learning. **Behaviour for Learning:** ○ Students' attitudes to learning are exemplary. ○ Students' conduct, manners and punctuality are excellent. ○ Skilled and consistent behaviour management approaches contribute to an exceptionally positive climate for learning. ○ Students understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe.		• Seek, explore and secure connections in learning – ideas, knowledge, understanding and skills. • Offer a variety of ways for students to demonstrate their understanding and new knowledge-mastery; provide opportunities for students to express and explore emotions, possibilities, alternatives and solutions. • Stimulate curiosity, thinking and dialogue through a range of questioning approaches and different groupings (collaborative mixed with solo learning) • Build in opportunities for students to work independently and to lead activities. • Create learning pit-stops and use the discoveries formatively – act on the information to close any learning gaps.
	Celebrate	• Create and celebrate a sense of individual and collective achievement – use praise and rewards. • Reflect on and appreciate the value and benefits of what has been learnt. • Ensure students evaluate their progress against objectives and criteria and set clear and concise targets. • Involve students in summarising learning and lead them to connect with future learning and next steps. • Encourage students to relate their learning to new or different areas – how might what has been learnt be useful elsewhere?

Appendix 3: Differentiation by All, Most, Some pathways and AfL

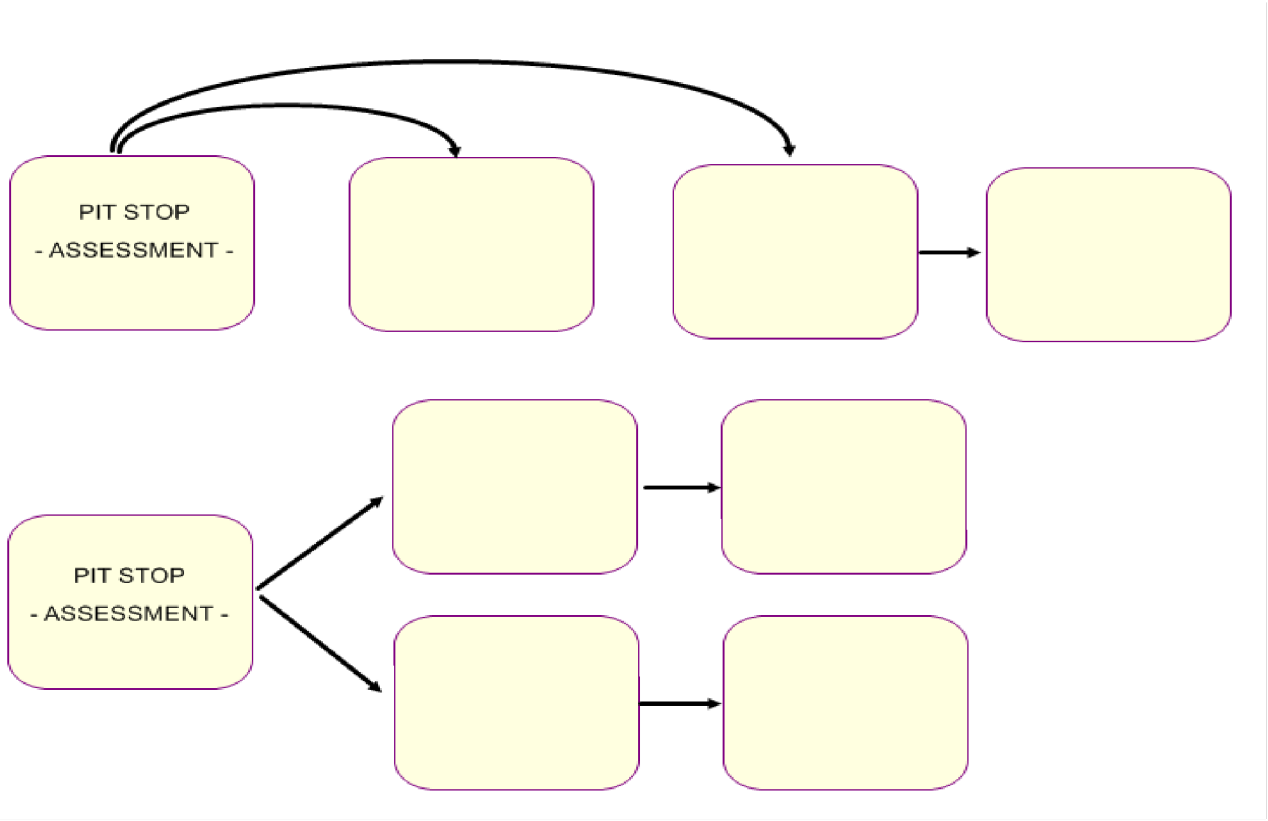
Hattie, "Visible Learning."

"Differentiation is knowing where students are and then moving them +1 beyond this point. Since students start at different points, thus teaching of the "whole class" is unlikely to pitch the lesson

correctly for all students. Differentiation is structuring lessons so that all students make +1 progress from where they start."

Differentiation by pathway:

We believe our students deserve lessons that meet their different needs. Lessons should have different pathways for students of different abilities or different points of development within the subject. Different routes can be taken through a lesson on the basis of what students have learnt so far as evidenced in their books, or through rapid, mass feedback. They might also be chosen by students on the basis of how well they feel they have met the success criteria of a previous task. Differentiation by pathway is a process and though it can involve differentiating by task, it can also mean differentiating by resource provided, by targeted questioning, by scaffolding, or even by grouping. Exceptional progress for all students can mean different progress for all students; differentiation by pathway is our way of achieving this.



Appendix 4: Questioning and rapid, mass, feedback

Dylan William

"All application of best practice in formative assessment becomes meaningless unless steps are taken by the teacher to adapt teaching strategies to fill in gaps in learning on day-by-day, minute by minute basis.

These steps may mean, after taking feedback from students, allowing more time to revisit a concept, explaining or demonstrating the concept in a different way, or putting the concept in a different context so a pupil can relate to it more easily."

We believe students participation should be maximised as should opportunities for students to demonstrate their progress. Therefore we believe whole class questioning should only form part of a variety of pit-stops, and that rapid, mass feedback should form a major part of teaching questioning.

Whole class questioning:

This should be reserved for discussing the core learning of the lesson, or addressing key misconceptions. This part of the lesson should be succinct, questions targeted (for example using Bloom's/Anderson's taxonomy) and planned in advance. Wait time should be fully utilized to allow all time to formulate an answer.

Think, pair and share:

Opportunities should be exploited for students to think about a question first, discuss with a partner and then share with the class.

Paired argument:

Opportunities should be sought for students in pairs to take different sides of a complex issue and practice building and countering arguments.

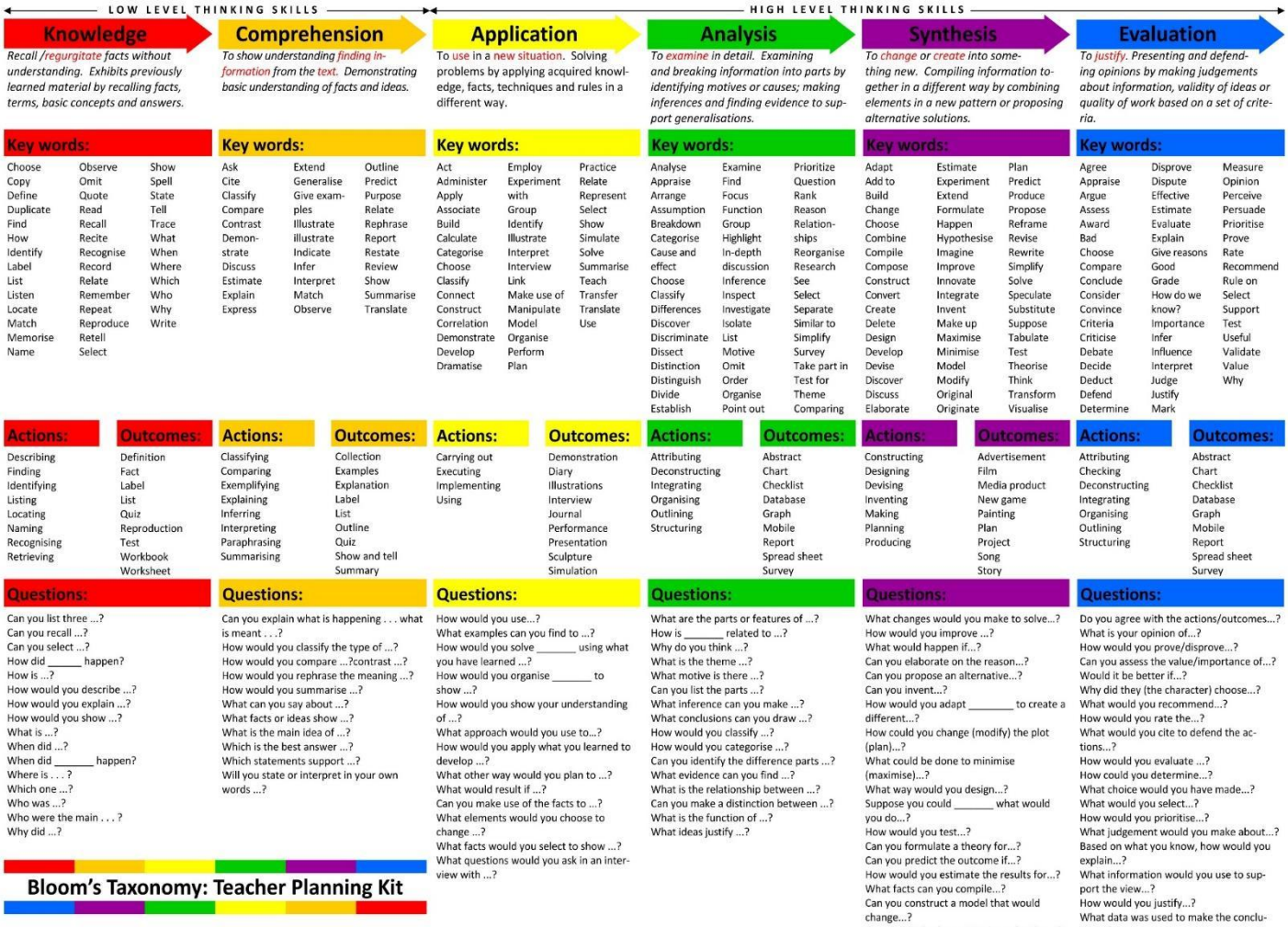
Rapid, mass, feedback:

This can take several forms but involves all of a class giving a brief snapshot of their learning at the same time.

- Opportunities should be sought to use mini-whiteboards to encourage all to give quick feedback on learning.
- Traffic cards can be held up by students to answer hinge questions and quickly expose misconceptions.
- True, false questions can also provide a quick snapshot of what students have learnt.
- Holding up 1 to 5 fingers can be used to ask students to quickly rank an opinion or event.

Rapid, mass, feedback can provide an effective way into launching different pathways for students. The process can be summed up as follows:

- Introduce new knowledge/skills/concepts.
- Assess how well they have understood what is key by taking rapid and mass feedback on what they have learnt.



- Offer pathways depending on their feedback.

Lower Order Thinking Skills	Higher Order Thinking Skills
1. Knowledge – What is ...? How is ...? Where is ...? When did _____ happen? How did _____ happen? How would you explain ...?	4. Analysis – What are the parts or features of ...? How is _____ related to ...? Why do you think ...? What is the theme ...? What motive is there ...? What conclusions can you draw ...?
2. Comprehension – How would you classify the type of ...? How would you compare ...? Contrast ...? How would you rephrase the meaning ...? What facts or ideas show ...? What is the main idea of ...? Which statements support ...?	5. Evaluation – Why do you agree with the actions? the outcomes? What is your opinion of ...? How would you prove ...? Disprove ...? How can you assess the value or importance of ...? What would you recommend ...? How would you rate or evaluate the ...?
3. Application – How would you use ...? What examples can you find to ...? How would you solve ____ using what you have learned ...? How would you organize ___ to show ...? How would you show your understanding of ...? What approach would you use to ...? How would you apply what you learned to develop ...?	6. Synthesis – What changes would you make to solve ...? How would you improve ...? What would happen if ...? How can you elaborate on the reason ...? What alternative can you propose ...? How can you invent ...? How would you adapt_____ to create a different ...?

Appendix 5: Oracy Strategies

The five we use are:

- Socratic Circles –
- Hypothesis
- Listening triad
- Debate
- Envoys

1) Socratic Circles:

What is it?

Students sit in concentric circles

Inside circle circles discusses/debates/performs a task

Outside circle observes and assesses them

Outside has set criteria to assess

How does it contribute to independent Learning?

Students reflect on what quality discussion looks like

Students receive feedback on their oracy

2) Hypothesis:

What is it? 4 stages

Student gather and classify information.

Students form a hypothesis by looking at the resources/evidence in front of them.

New evidence is introduced and they test/re-examine that hypothesis

Student evaluate the validity of the hypothesis and test it.

How it contributes to independent learning:

Teacher as facilitator model

Students are classifying, evaluating, synthesizing etc.

Students are constructing their own meaning from the resource

3) Envoys:

What is it?

Teacher gives different resources to different groups.

Students turn the resources into their own teaching resource (e.g. only pictures and 10 words).

Two from each group move around the room as learners and two stay as teachers.

Learners return to home groups and teach teachers.

How it contributes to independent learning:

Students take responsibility for teaching others.

Students consider what makes an effective teacher/learner.

4) The Boxing Ring Debate:

2 teams, scoring system for facts and argument building.

1 point for points made, 2 points for points supported with evidence, 3 points for counter assertions,

-1 for a cuss or an interruption,

+5 points for team with most contributors.

How it contributes to independent Learning?

Students developing both oracy and literacy skills.

Students learning to substantiate and to provide counter-assertions.

5) Listening Triads:

What is it?

In 3s students discuss a key question, issue, learning point from the lesson.

2 students discuss and the other observes and then gives feedback on the strength of the discussion.

Students receives criteria framed around developing oracy skills to make their judgements.

How does it contribute to independent Learning?

Students develop a criteria for good discussion.

Students receive feedback on their oracy.

Listening Triads

1 Student talks

1 Student Listens

1 Student evaluates listening skills of Listener

Possible options of what to talk about

- Fabricate a story about how you got in a wreck and got a ticket. Tells feelings about the police officer, the other car, etc.
- You got a new job. Tell details of the job and how you feel about it, the boss, co-workers.
- You broke up with a boyfriend/girlfriend. Tell why and how you felt about it.
- Tell how you feel about school, the homework, the grading, teachers, sophomores, friends, popular kids, etc.

- Tell how you feel about Christmas (good or bad). Some memories and traditions that you have done.

Evaluation of the Listener

Success Criteria	Good	Requires Improvement
Eye to eye contact & looks interested		
Passive encouraging statements		
Clarifies for understanding		
Relevant questions		
Reflects back what they said		
No interruptions		
Validates – never discredits their feelings		
Appropriate feedback		
Problem solving if necessary (only if asked for)		

Appendix 6: Discovery Questions:

What is it?

A question that encourages students to think deeply about the key learning in the lesson and that sets up an enquiry.

What makes an effective discovery lesson?

- Challenge
- Conceptual
- Light bulb moment
- At the heart of the lesson
- Unusual
- Controversial

English:

How far was Satan the most interesting character in paradise lost?

History:

Why was Gorbachev's economic policy like "trying to mate a hedgehog with a dog?

Does World War deserve the title "Great?"

Science:

What do smarties and a stack of cups have to do with your iPod?

Mobile phones are banned from petrol forecourts, yet what you're wearing is more of a risk. Why?

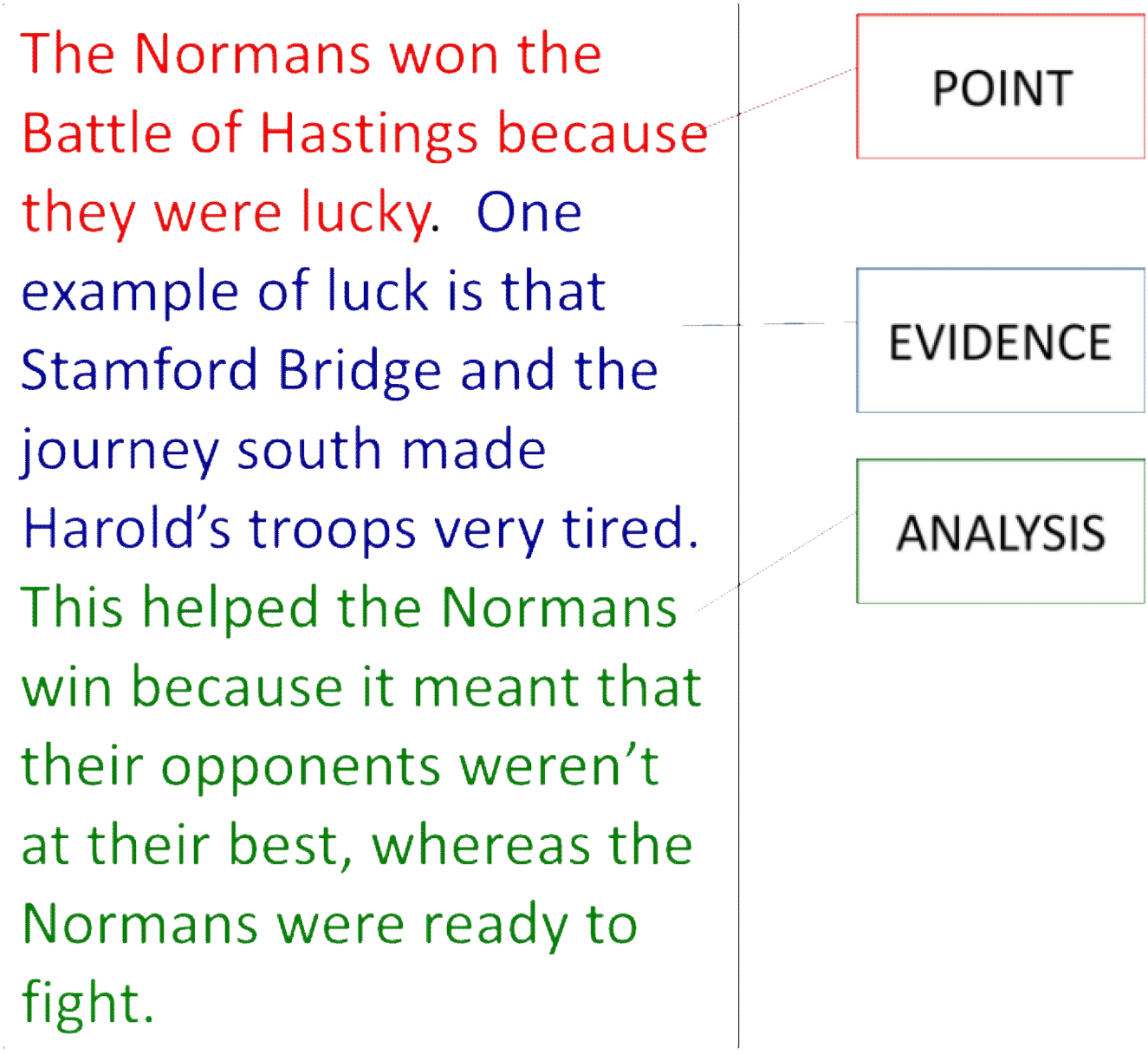
Why's the sky blue?

Maths:

How do you work out the area of a non-right angled triangle?

Appendix 7: Point Evidence Analyse

Everyone is a teacher of literacy. All departments contribute to building students' literacy by teaching students' key words and terminology for their subject. They also reinforce students' paragraphing skills by teaching them how to use point, evidence and explanation in their subject.



Appendix 8. AfL strategies

Back to AFL Tools

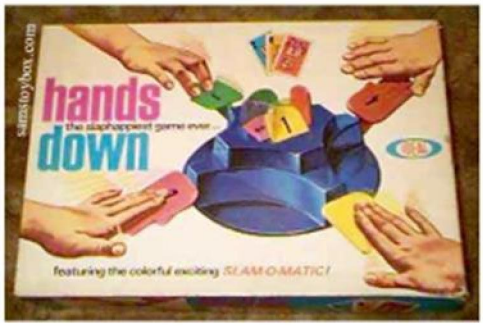
Hands Down

Tell pupils they should only raise their hand to ask a question, not to answer one. The teacher then chooses pupils to answer, therefore gaining information on whether everyone is learning.

www.classtools.net – fruit machine programme on here where you can input names, save it and play it to choose pupils at random.

Write names on lollipop sticks and pull out at random to answer.

Write numbers on balls or counters that tally to register or seating position and re-use with every class.



Back to AFL Tools

Lesson Target Setting

Make the lesson more purposeful for students by setting targets at the beginning about what you and the class are going to do.

These can be referred to through the lesson and/or revisited in the plenary.

Students could have to show how they have met targets in the plenary and/or set targets for next lesson.

Back to AFL Tools

Traffic Lights

Use traffic lights as a visual means of showing understanding.

e.g.

- Students have red, amber and green cards which they show on their desks or in the air. (red = don't understand, green = totally get it etc.)
- Students self-assess using traffic lights. The teacher could then record these visually in their mark book.
- Peer assess presentations etc. with traffic lights

Back to AFL Tools

Bouncing

Bounce answers around the room to build on understanding and have students develop stronger reasoning out of misconceptions.

E.g.
"Jimmy, what do you think of Sandra's answer?"

"Sandra, how could you develop Carl's answer to include more detail?"

"Carl, how might you combine all we've heard into a single answer?"

Back to AFL Tools

KWL

At the beginning of a topic pupils create a grid with three columns –

What They Know;
What They Want To Know;
What They Have Learnt.

They begin by brainstorming and filling in the first two columns and then return to the third at the end of the unit (or refer throughout) .

Variation – extra column 'How Will I Learn'

Back to AFL Tools

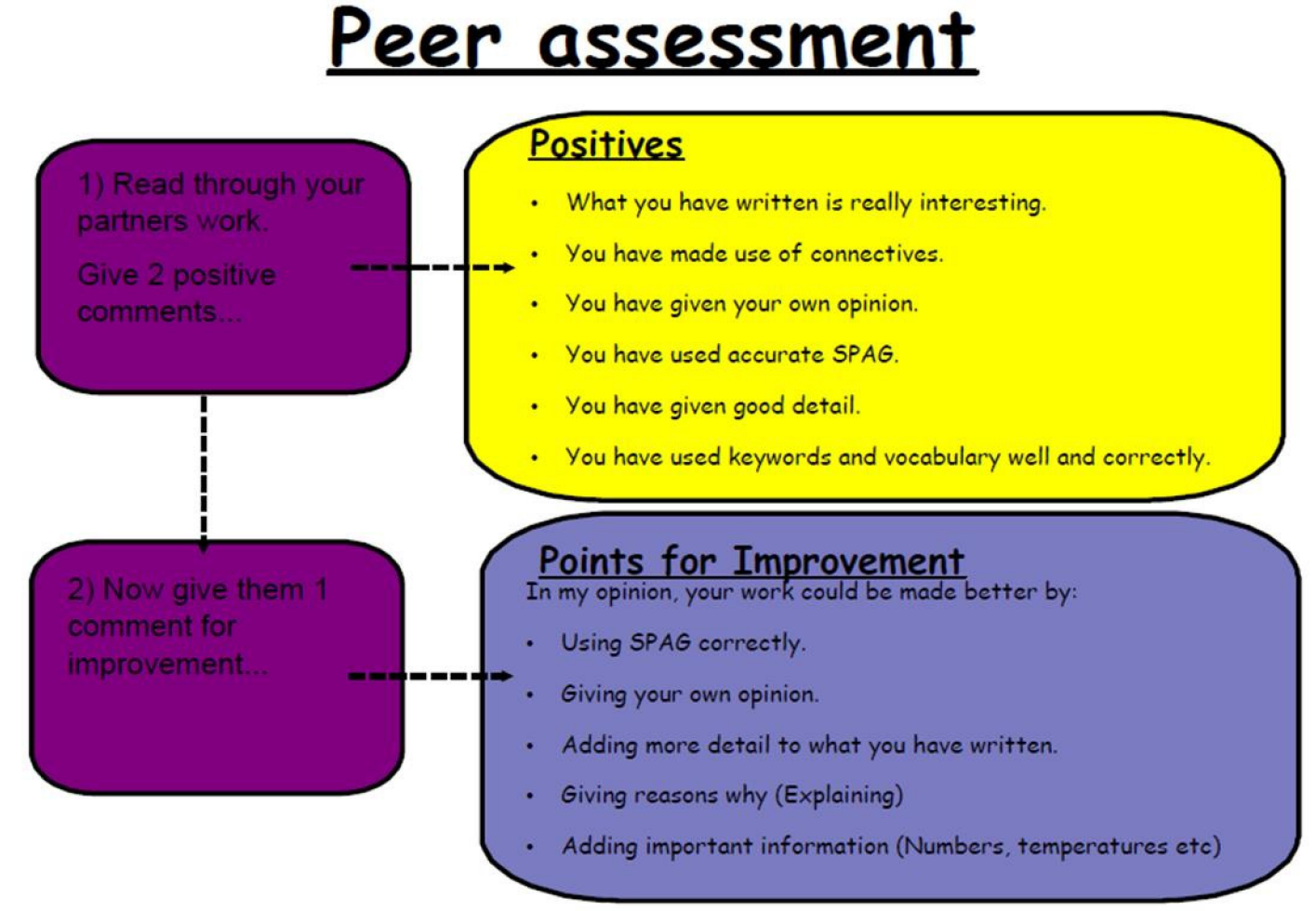
Show and Tell

Use mini-whiteboards so that very student can write or draw their answer and show it to you (or their peers) immediately.

Appendix 9. Marking Code

P	Punctuation Check which punctuation marks are missing
CL	Capital letter Check if you need a capital letter or not
SP	Spelling If a word is circled, you need to learn its spelling
GR	Grammar Tense, plural, etc.
SA	Self-assess
PA	Peer assess
VF	Verbal feedback
WO	Word order
RW	Rewrite/re do correcting mistakes
NC	Not completed
?	Doesn't make sense
^	Missed out word(s)
PR	Presentation
//	Start a new paragraph here

Appendix 10: Peer/self-assessments



Appendix 11: DIRT

DIRT: (Dedicated Improvement and Reflection *Time)*

WWW (What Went Well)

_____

_____

_____

____

EBI (Even Better If)

_____

_____

_____

____

Action Steps

1. Firstly I will _____

_____

2. Secondly I will _____

DIRT: (Dedicated Improvement and Reflection *Time)*

WWW (What Went Well)

_____

_____

_____

____

EBI (Even Better If)

_____

_____

_____

____

Action Steps

1. Firstly I will _____

_____

2. Secondly I will _____

DIRT: (Dedicated Improvement and Reflection *Time)*

WWW (What Went Well)

_____

_____

_____

____

EBI (Even Better If)

_____

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____

Action Steps

1. Firstly I will _____

_____

2. Secondly I will _____

DIRT: (Dedicated Improvement and Reflection *Time)*

WWW (What Went Well)

_____

_____

_____

____

EBI (Even Better If)

_____

_____

_____

____

Action Steps

1. Firstly I will _____

_____

2. Secondly I will _____

Appendix 12: Subject Tracker

Name		Teacher		Subject	
Form/Year Group		Minimum Target		Aspirational Target	
Autumn 1	**Unit/Topics:**				
	Grade: **Score(s):**	**WWW**		**EBI:**	
	Student Response:				
Autumn 2	**Unit/Topics:**				
	Grade: **Score(s):**	**WWW**		**EBI:**	
	Student Response:				
Spring 1	**Unit/Topics:**				
	Grade: **Score(s):**	**WWW**		**EBI:**	
	Student Response:				
Spring 2	**Unit/Topics:**				
	Grade: **Score(s):**	**WWW**		**EBI:**	
	Student Response:				
Summer 1	**Unit/Topics:**				
	Grade: **Score(s):**	**WWW**		**EBI:**	
	Student Response:				

Appendix 13: Full Lesson Plan

NORTH LONDON GRAMMAR SCHOOL - LESSON PLAN

Teacher	Class	No on Roll	Date	Period
Unit / topic:	**Ability Grouping:**	**SEND:**	**EAL:**	**G&T:**

Creating to create, design, construct, invent, plan

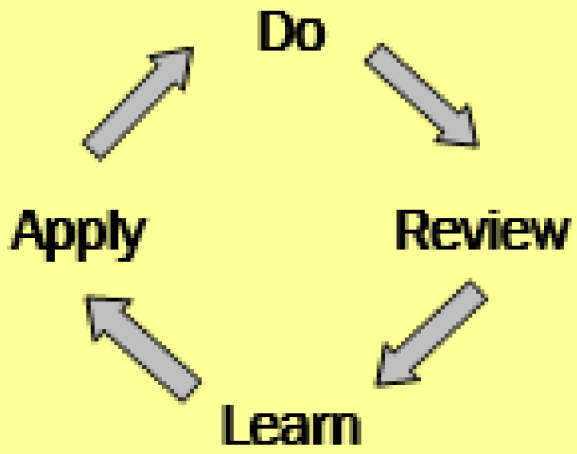
Evaluating to evaluate, judge, assess, hypothesise

Analysing to analyse, compare, deconstruct

Applying to apply, implement

Understanding to explain how or why, summarise, interpret

Remembering to know that, describe, recall



Features of every lesson

Orderly entrances and exits

Publish and explain objectives and levels/grades

Engaging starters / Reflective plenaries

Students are active participants, not passive recipients

Structured pair or group work

Different questions & tasks for different abilities

Students work independently of teacher

Structured self/peer assessment or feedback

AfL techniques to check understanding

Carefully presented work – RWCM/SMSC

Learning objectives (What Am I Learning Today)	**Levels/** **Grades:**
All pupils will: **Most pupils will:** **Some pupils will:**	Minimum EoY Target = Aspiration EoY Target =

Learning Outcomes (What I'm Looking For - Expectation + Challenge)

SMSC Focus: Manage Feelings –. Social Skills-.		
RWCM (Key Words)	**Learning / Thinking Skills** Learning Thinking Present	**Key Question** .
Differentiation strategies		**Interventions**
Resources		**Homework & Due Date** **DUE:** **Extension Homework**
Additional staff in lesson (who): N/A **Agreed Focus/Role:**		
How are students grouped? (Individual, Pair, Group, Whole Class etc.) **Starter:** **Extension Task:** **Activity 1:** **Activity 2:** **Plenary:**		

TIME APPROX.	SEQUENCE	LEARNER ACTIVITY	TEACHER SUPPORTS BY…

Assessment			

Self-Evaluation

What Went Well?	Even Better If?

GRADE DESCRIPTORS

GRADE 1 – OUTSTANDING

Learning and Progress:

- Almost all students make rapid and sustained progress
- Students, and groups of students, learn exceptionally well
- Students show high levels of engagement and commitment

Teaching (including planning and expertise; expectations; interventions and support; RWCM):

- Consistently high expectations of all students.
- Planning enables students learn exceptionally well.
- Tasks are challenging and match students' needs accurately.
- Planning is based on systematic and accurate assessment of prior learning
- Teaching strategies are well judged and often inspirational and match individual needs accurately.
- Support and interventions are sharply focused and timely and match individual needs.
- The teaching of reading, writing, communications and Maths is highly effective and well planned.

Assessment and Feedback (including homework)

- Understanding is checked systematically and effectively throughout the lesson, anticipating the need for intervention.
- Marking and feedback from teachers and other students are frequent, constructive and of consistently high quality.
- Students understand and act to improve their work.
- Appropriate homework contributes very well to students learning.

Behaviour for Learning:

- Students' attitudes to learning are exemplary.
- Students' conduct, manners and punctuality are excellent.
- Skilled and consistent behaviour management approaches contribute to an exceptionally positive climate for learning.
- Students understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe.

GRADE 2 – GOOD

Learning and Progress:

- Most students and groups of students, including SEN/D students make good progress.
- Most students and groups of students, including SEN/D students achieve well over time.
- Students learn well in the lesson.

Teaching (including planning and expertise; expectations; interventions and support; RWCM):

- High expectations of all students.
- Planning enables students to deepen their knowledge and understanding and develop a range of skills in the time available.
- Planning is based on accurate assessment of prior skills, knowledge and understanding.
- Tasks are challenging and match most students' needs.
- Teaching strategies are effective and match most students' individual needs.
- Intervention and support is appropriately targeted and matched well to most students' individual needs.
- Reading, writing, communications and Maths are efficiently taught.

Assessment and Feedback (including homework)

- Progress is assessed regularly and accurately.
- Marking and feedback from teachers and other students is regular.
- Students know how well they have done and what they need to do to improve.
- Appropriate homework contributes well to learning.

Behaviour for Learning:

- Students' attitudes to learning are consistently positive.
- Students are interested and engaged.
- Students behave well and have good manners
- Teachers and other adults create a positive climate for learning.
- Low level disruption is uncommon.
- Behaviour is managed consistently well.
- Students understand how to keep themselves safe

GRADE 3 – REQURIES IMPROVEMENT

Learning and Progress:

- Learning and progress is only in line with expectations.

Teaching (including planning and expertise; expectations; interventions and support; RWCM):

- Aspects of teaching are not good and require improvement in order to ensure that progress and learning are good.

Assessment and Feedback (including homework)

- Aspects of assessment and feedback are not good and require improvement in order to ensure that progress and learning are good.

Behaviour for Learning:

- Aspects of behaviour are not good and require improvement in order to ensure that progress and learning are good.

GRADE 4 – INADEQUATE

Learning and Progress:

- The progress of students or groups of students is inadequate.

Teaching (including planning and expertise; expectations; interventions and support; RWCM):

- Expectations are not sufficiently high enough.
- Learning activities are not sufficiently well matched to students' needs.
- Support and interventions are not well matched to need so students or groups of students make inadequate progress. Opportunities to develop skills in reading, writing, communication and Maths are not taken.

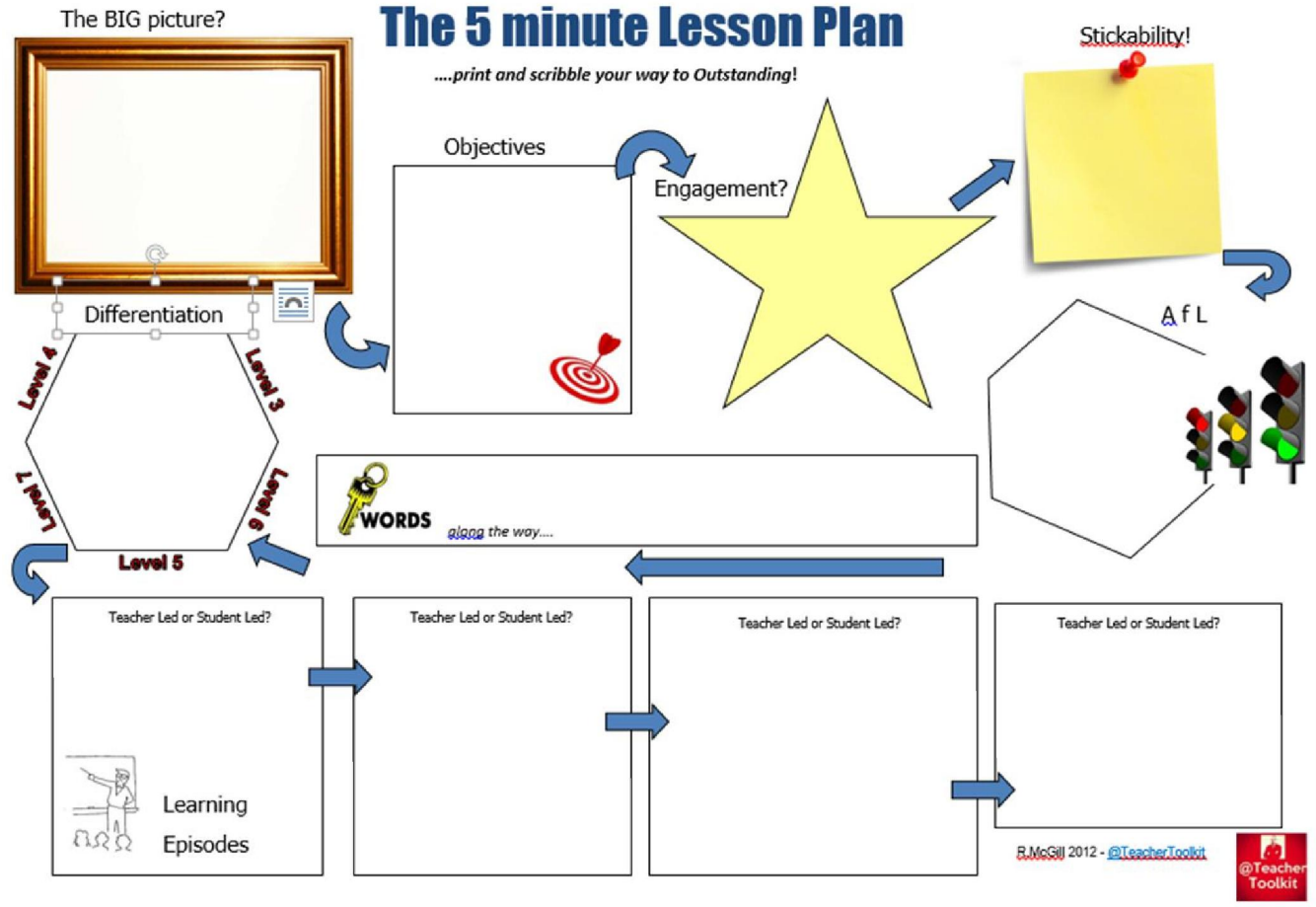
Assessment and Feedback (including homework)

- Assessment of students work is not sufficiently frequent, accurate or detailed and fails to identify what the student needs to do to improve their learning.
- Students do not know what they need to do to improve

Behaviour for Learning:

- Teaching fails to engage or interest students or specific groups, including those with SEN/D.
- A significant minority of students show a lack of respect and intolerance for adults or each other and a lack of self-discipline.
- Students' lack of engagement and persistent low-level disruption contribute to reduced learning and/or a disorderly classroom environment.
- Students do not understand how to keep themselves safe which may result in danger to themselves or others in the lesson.

Appendix 14: 5 Minute Lesson Plan



Appendix 15: Student Context Sheet

STUDENT CONTEXT SHEET CONFIDENTIAL

Name:		Academic Year:		
Year Group:		Other:	B	
Background (Gender, SEN, Learning Difficulties, Skills, Attributes, Social, and Home etc.)				
Strategy	**Outcome**	**Completed By**	**Date**	**School Objective**
				SMSC ☐ British Values/Prevent ☐ Strategies ☐ ☐ Personal Development ☐ Protected Characteristics ☐ Academic Progress ☐

Appendix 16: Student Progress Action Plan

KS3-KS5 Subject: Lead:

UFP Progress:

KS4 Progress:

Key		
	Significantly Below Expected Progress	Equals to or Less than -6
	Below Expected Progress	Between -2 & -4
	Expected Progress	Between 0 & 2
	Above Expected Progress	Equals to 4
	Aspirational Progress	Equals to and Greater than 6

KS3 Progress:

Key	
Significantly Below Expected Progress	<=-4
Below Expected Progress	-2
Expected Progress	0
Above Expected Progress	2
Aspirational Progress	>=4

Boarding Students

Year	Progress	Outcomes	Measure
7	% Expected to Aspirational Progress	% (Secure to Exceptional)	Emerging-Exceptional
8	% Expected to Aspirational Progress	% (Secure to Exceptional)	
9	% Expected to Aspirational Progress	% (9-4)	
10	% Expected to Aspirational Progress	% (9-4)	9-1
11	% Expected to Aspirational Progress	% (9-4)	
UFP	% Expected to Aspirational Progress	% (Pass to Distinction*)	Pass to Distinction

*Targets are based on KS2 Results/CATs Data. Targets are in line with the DfE national progress measure.

Pupil	Action/ Task	Staff Responsible	Time/ Resources	Success Criteria	Evaluation Strategies	Review of Interventions/Action Plans
Below Target Year 7 Year 8 Year 9 Year 10 Year 11 Year UFP						Date: Evaluation:

Pupil	Action/ Task	Staff Responsible	Time/ Resources	Success Criteria	Evaluation Strategies	Review of Interventions/Action Plans
Expected Progress Year 7 Year 8 Year 9 Year 10 Year 11 Year UFP						Date: Evaluation:
Above Expected Year 7 Year 8 Year 9 Year 10 Year 11 Year UFP	•					Date: Evaluation:

Pupil	Action/ Task	Staff Responsible	Time/ Resources	Success Criteria	Evaluation Strategies	Review of Interventions/Action Plans
Met or Above Aspirational Year 7 Year 8 Year 9 Year 10 Year 11 Year UFP						Date: Evaluation:
Whole school						Date: Evaluation:

Appendix 17: Lesson Observation Form

North London Grammar School Lesson Observation form – Ofsted Observation Form 2014-2015

Person observed: _____ **Observation by:** _____ **Date:** _____ **Class:** _____

Subject: _____ **Lesson/Period:** _____

Focus: _____

Learning & Progress	1	2	3	4	
	☐ Almost all students make rapid and sustained progress ☐ Students, and groups of students, learn exceptionally well ☐ Students show high levels of engagement and commitment	☐ Most students and groups of students, including SEN/D students make good progress. ☐ Most students and groups of students, including SEN/D students achieve well over time. ☐ Students learn well in the lesson.	☐ Learning and progress is only in line with expectations.	☐ The progress of students or groups of students is inadequate.	
Comment					

Teaching (including planning and expertise; expectations; interventions and support; RWCM)	1	2	3	4	
	☐ Consistently high expectations of all students. ☐ Planning enables students learn exceptionally well. ☐ Tasks are challenging and match students' needs accurately. ☐ Planning is based on systematic and accurate assessment of prior learning.	☐ High expectations of all students. ☐ Planning enables students to deepen their knowledge and understanding and develop a range of skills in the time available. ☐ Planning is based on accurate assessment of prior skills, knowledge and understanding. ☐ Tasks are challenging and match most students' needs.	☐ Aspects of teaching are not good and require improvement in order to ensure that progress and learning are good.	☐ Expectations are not sufficiently high enough. ☐ Learning activities are not sufficiently well matched to students' needs. ☐ Support and interventions are not well matched to need so students or groups of students make inadequate progress. ☐ Opportunities to develop skills in reading, writing, communication and maths are not taken.	

	☐ Teaching strategies are well judged and often inspirational and match individual needs accurately. ☐ Support and interventions are sharply focused and timely and match individual needs. ☐ The teaching of reading, writing, communications and maths is highly effective and well planned.	☐ Teaching strategies are effective and match most students' individual needs. ☐ Intervention and support is appropriately targeted and matched well to most students' individual needs. ☐ Reading, writing, communications and maths are efficiently taught.			
Comment					

Assessment and Feedback (including homework)	**1**	**2**	**3**	**4**	
	☐ Understanding is checked systematically and effectively throughout the lesson, anticipating the need for intervention. ☐ Marking and feedback from teachers and other students are frequent, constructive and of consistently high quality. ☐ Students understand and act to improve their work. ☐ Appropriate homework contributes very well to students learning.	☐ Progress is assessed regularly and accurately. ☐ Marking and feedback from teachers and other students is regular. ☐ Students know how well they have done and what they need to do to improve. ☐ Appropriate homework contributes well to learning.	☐ Aspects of assessment and feedback are not good and require improvement in order to ensure that progress and learning are good.	☐ Assessment of students work is not sufficiently frequent, accurate or detailed and fails to identify what the student needs to do to improve their learning. ☐ Students do not know what they need to do to improve	
Comment					

Overall Comment

Strengths Areas where practice was identified as good or outstanding. To help the person being observed it is always useful to give concrete examples illustrating how this was demonstrated during the observation.

Areas for development Indicate with concrete examples where areas for development were observed. Identify support measures and timescales for implementation here explaining what strategies and procedures will be actioned to provide the necessary support/training/ well being coaching etc. offered to take this teacher's practice forward.

Behaviour for Learning	1	2	3	4	
	☐ Students' attitudes to learning are exemplary. ☐ Students' conduct, manners and punctuality are excellent. ☐ Skilled and consistent behaviour management approaches contribute to an exceptionally positive climate for learning. ☐ Students understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe.	☐ Students' attitudes to learning are consistently positive. ☐ Students are interested and engaged. ☐ Students behave well and have good manners ☐ Teachers and other adults create a positive climate for learning. ☐ Low level disruption is uncommon. ☐ Behaviour is managed consistently well. ☐ Students understand how to keep themselves safe.	☐ Aspects of behaviour are not good and require improvement in order to ensure that progress and learning are good.	☐ Teaching fails to engage or interest students or specific groups, including those with SEN/D. ☐ A significant minority of students show a lack of respect and intolerance for adults or each other and a lack of self-discipline. ☐ Students' lack of engagement and persistent low-level disruption contribute to reduced learning and/or a disorderly classroom environment. ☐ Students do not understand how to keep themselves safe which may result in danger to themselves or others in the lesson.	
Comment					
Overall Rating	☐ 1	☐ 2	☐ 3	☐ 4	

Appendix 18: Work Scrutiny Sample Form

Work Scrutiny

North London Grammar School

Date: **Subject:**

Year Group		
Total number of pupils	**Girls**	**Boys**
G&T	**SEN**	**EAL**

Differentiation				
	Yes	**Some**	**No**	**Examples**
Evidence of challenge (able/G&T)	☐	☐	☐	
Evidence of differentiation to support identified need (e.g. on IEP / Provision Map)	☐	☐	☐	
Evidence of differentiation from AFL	☐	☐	☐	
AFL				
	Yes	**Some**	**No**	**Examples**
Evidence of assessment by teacher	☐	☐	☐	
Evidence of self-assessment or evaluation	☐	☐	☐	
Evidence of peer evaluation	☐	☐	☐	
Comment on the proportion of independent work / worksheets				
Evidence of AT: including problem-solving, practical activities and investigations				
Evidence of high quality feedback				
	Yes	**Some**	**No**	**Comments**
Feedback focused on selected learning objectives	☐	☐	☐	
Feedback helps children understand what they have done well	☐	☐	☐	
Feedback identifies next steps in learning	☐	☐	☐	
Teacher provides time for children to reflect and respond to written feedback	☐	☐	☐	
Feedback provides opportunities for children to think things through for themselves	☐	☐	☐	
Children's work shows evidence of a response to written feedback	☐	☐	☐	
Feedback comments on progress over a number of attempts	☐	☐	☐	

Scrutiny Group Conclusion
Suggestions for improvement