North London
Grammar School

Teaching and Learning Policy

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Approved by	Mr. Adak, Headteacher
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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
- 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.

Heads of Faculty 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 Subject leads in ensuring all groups of students meet their targets and gaps in progress are closed.

Subject Leads 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 curriculum maps and schemes of work 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 "Teaching and Learning Policy."
- 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 iSAMS.
- 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" set out in the homework diary 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 (Curriculum and Standards committee) 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. 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.

Curriculum maps must be in place for each year group and be a working document which staff use to direct their schemes of work.

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, Summative assessments, target grades, SEN and EAL 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.

Scaffolding:

Exceptional progress will not look the same for every student. Therefore, we believe students must be offered different pathways through the same lesson. Teach to the top and scaffold down.

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 iSams.

5. 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 3). In addition to the marking codes, a DIRT sheet is available to staff (appendix 4). It includes effort grade, grade or level (if appropriate), what went well, even better if, and a space for students to make a response. 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' in the EBI section of the DIRT sheet for formative assessment 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.**

Formative Marking should be based on the following durations and key stages:

Prep School

Year Group	Core Subjects – English (Reading, Writing) and Maths	Science and RS	Foundation Subjects
3 and 4	Fortnightly	Twice per half term	Once per half term
5	Twice per half term	Twice per half term	Once per half term
6	Twice per half term	Twice per half term	Once per half term

Senior School

Key Stage	Core Subjects (English, Maths, Science)	Non-Core Subjects
3	Twice per half term	Once per half term
4 & 5	Twice per half term	Twice per half term

Summative Marking

Year Group	Core Subjects (English, Maths, Science)	Foundation Subjects / Non Core Subjects
Prep School	Once per half term	none
KS3	Once per half term	Once per half term
KS4	Once per half term	Once per half term
UFP	Once per half term	Once per half term

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 (MRI – my response is) should be filled in on the DIRT sheets and 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:

Formative feedback / marking – 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.

Summative feedback / marking – should occur once per half term. It 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.

Grade Descriptors:

For KS2 and KS3, Emerging, Developing, Secure and Mastry grades are used in line with the principles of Assessment for Learning. Full graded descriptors are included in the appendix

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 execise books to be highlighted using the code HW;
- Black 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 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 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.

6. Setting of appropriate homework 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.

Effectiveness of homework/learning

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

Each term, Heads of Year / Heads of Key Stage 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.

In Senior School pupils are set homework as follows:

Age Group	Total Homework Time per day: pupils should sit down to work for this amount of time	Individual Homework durations	Number of Homeworks per day	Amount of Extended learning time per day. (See 2.6.4 below)
Y7	1hr 15 mins	30 mins	2	15 mins
Y8	1hr 15 mins	30 mins	2	15 mins
GCSE	2hr	40 mins	2 or 3	15 mins
UFP	1 ½ hours	45 mins	2	15 mins

The short period of 'Extended Learning Time' each evening should be used by pupils to carry out 'Extended Learning' of any kind. Pupils are advised that meaningful Extended Learning Time activities include the following:

- A more time on a task that's taken longer than it should have
- Producing revision materials for later
- Reviewing targets/reading and reflecting on DIRT sheets
- Reviewing/re-doing/correcting assessed work
- Planning ahead, reading ahead
- Extension activities
- Reading a related academic book, blog, broadsheet newspaper or scholarly periodical (for example: National Geographic, History Today, New Scientist, The Economist, New Yorker, The Spectator, Prospect).
- and anything else that helps pupils to become self-motivated, independent, curious and purposeful individuals during total allocated homework time.

Preparatory School (homework) is important for a number of reasons.

- It supports and reinforces learning, so may not always involve writing, but might be a game to be played, things to measure/weigh, reading or using friends and family as a resource
- develops and maintains links between school and home. Parents are able to support their child's learning
- encourages independent learning
- provides opportunities for personal research. The ability to research using books and the Internet is a vital skill.
- should not be stress provoking or viewed as a punishment and work set will be appropriate to the pupil's individual needs
- develops good work habits and organisational skills in preparation for life in Senior School

In the Prep School pupils are set homework as follows:

Homework is set every day for all pupils in Years 3-6. Form teachers prepare their form's homework timetable in accordance with the guidelines given below and in conjunction with their pupils' subject teachers. Each year group has a set time allocation per evening, pupils are expected

to be able to complete their homework within this time. Pupils are provided with Homework Sheets on which tasks assigned are recorded. Parents much sign the Reading record diary daily to acknowledge reading has also been completed.

Year	Written work
3	• 1 x 20 mins Spelling & Activities • 1 x 20 mins English • 2 x 20 mins Maths • 1 x 20 minutes foundation subject (Geog, His, RE) on rotation • Plus, daily reading (l0mins) and practising spellings and timestables (5 minutes each per day)
4	• 1 x 20 mins Spelling & Activities • 1 x 20 mins English • 2 x 20 mins Maths • 1 x 20 minutes foundation subject (Geog, His, RE) on rotation • Plus, daily reading (l0mins) and practising spellings and timestables (5 minutes each per day)
5	• 2 x 30 mins Maths • 1 x 30 mins Grammar or Comprehension • 1 x 20 mins Spelling & Activities • 1 x 30 mins Science • 1 x 30 mins foundation subject (Geog, His, RE) on rotation • Plus, daily reading (15mins) and practising spellings and timestables (5 minutes each per day)
6	• 2 x 30 mins Maths • 1 x 30 mins Grammar or Comprehension • 1 x 20 mins Spelling & Activities • 1 x 30 mins Science • 1 x 30 mins foundation subject (Geog, His, RE) on rotation • Plus, daily reading (15mins) and practising spellings and timestables (5 minutes each per day)
Weekends	Over the weekend, pupils are set 'Talk' homework. Pupils are encouraged to read daily and complete Timetable Rockstars battles.

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 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.

7. 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.

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 DIRT sheets and ½ termly data drops.

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.

Protocols

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)
- Two learning walks, each no more than 15 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), 'iSAMS 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 9. 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.

During work scrutiny:

- 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 Microsoft forms.
- 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 provide evidence of typicality in T&L and student progress.

Feedback:

- Feedback will be given as soon as possible, within 5 working days.
- 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.

Evidence will be:

- 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.

Student Voice Protocol:

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, 1 peer observation and 2 lesson walk through. The following is an example of the monitoring cycle:

Type of Monitoring	Foci	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	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.	Autumn 2
Lesson Walkthrough	Teachers enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion.	Spring 1
Peer Observation	Incorporating CPD and sharing of good practice.	Spring 2
Work Scrutiny	Improve outcomes further by making sure pupils consistently complete the work that their teachers set them.	Spring 2
Formal Lesson Observation	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 1
Work Scrutiny	Improve outcomes further by making sure pupils consistently complete the work that their teachers set them.	Summer 2

Appendices:

- 1 - Key teaching tools
- 2 - Questioning
- 3 - Marking code
- 4 - Peer / self assessments
- 5 - DIRT Sheets
- 6 – Report Grade Descriptors
- 7 – Lesson Plan Form
- 8 - 5 minute lesson plan
- 9 – Student progress Spread Sheeet
- 10 – Lesson Observation Form
- 11 - 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 should 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: Questioning and rapid, mass, feedback

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.

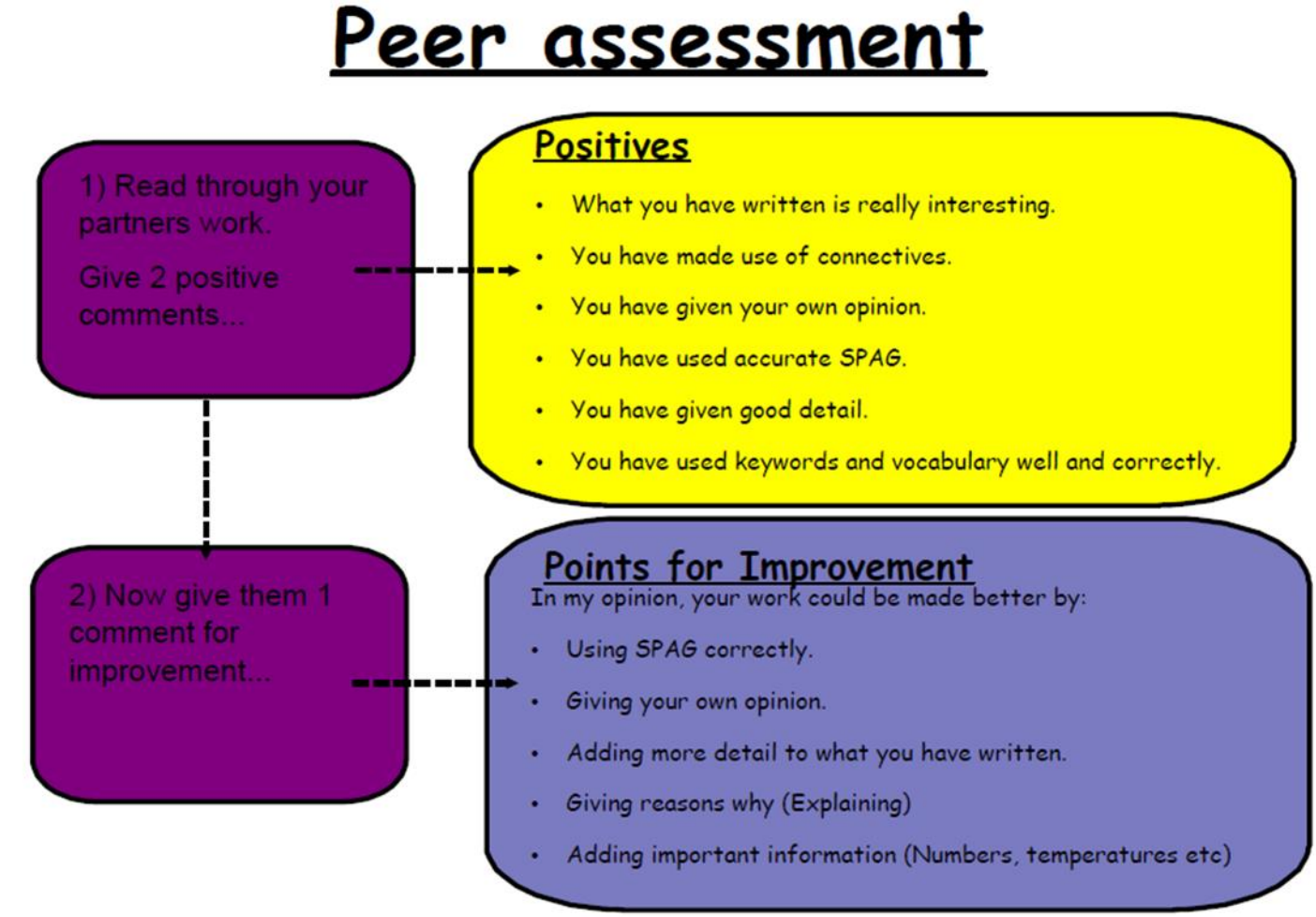
Rapid, mass, feedback can provide an effective way into launching different pathways for students. The process can be summed up as follows:

- 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.

Appendix 3. 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 4: Peer/self-assessments



Appendix 5: DIRT SHEET SENIOR SCHOOL

<table>
<tr><td colspan="2">Autumn 1</td><td>Teacher initial</td><td></td><td>Subject</td><td></td></tr>
<tr><td>Form/Year Group</td><td></td><td>Last term overall attainment grade</td><td></td><td>Current Target for this term</td><td></td></tr>
<tr><td colspan="4"></td><td>End of Year Target / GCSE Target Grade</td><td></td></tr>
<tr><td rowspan="3">Formative</td><td colspan="4">Unit/Topics:</td><td>Date:</td></tr>
<tr><td>Grade: and/or Score(s):</td><td colspan="2">WWW</td><td colspan="2">EBI:</td></tr>
<tr><td colspan="5">Student Response</td></tr>
<tr><td rowspan="3">Summative</td><td colspan="4">Unit/Topics:</td><td>Date:</td></tr>
<tr><td>Grade: and/or Score(s):</td><td colspan="2">WWW</td><td colspan="2">EBI:</td></tr>
<tr><td colspan="5">Student Response:</td></tr>
</table>

DIRT SHEET PREP SCHOOL

<table>
<tr><td colspan="2">Autumn 1</td><td>Teacher initials:</td><td></td><td>Subject:</td><td></td></tr>
<tr><td rowspan="3"><u>Formative</u></td><td colspan="4"><u>Unit/Topics:</u></td><td>Date:</td></tr>
<tr><td colspan="3"><u>WWW:</u></td><td colspan="2"><u>EBI:</u></td></tr>
<tr><td colspan="5"><u>Student Response:</u></td></tr>
<tr><td rowspan="3"><u>Summative</u></td><td colspan="4"><u>Unit/Topics:</u></td><td>Date:</td></tr>
<tr><td colspan="3"><u>WWW:</u></td><td colspan="2"><u>EBI:</u></td></tr>
<tr><td colspan="5"><u>Student Response:</u></td></tr>
</table>

Appendix 6: Grade Descriptors

Effort	Description
Excellent (E)	Pupils far exceed the expectations of Very Good, as well as demonstrating intellectual curiosity and seeking out new challenges. This grade is rare and pupils should not necessarily expect to maintain it.
Very Good (VG)	Pupils demonstrate expected attitudes towards learning consistently and seek to improve through taking on new challenges.
Sound (S)	Pupils demonstrate expected attitudes towards learning most of the time, although there may be occasional, but noticeable, lapses. For example, pupils may need to meet deadlines more consistently, ask more questions or contribute more to class discussion. They may accept challenges, but will not actively seek them.
Inconsistent (I)	Pupils demonstrate some of the expected attitudes towards learning, but there are significant lapses. Pupils in this category may regularly fail to hand in homework on time, or to a sufficient standard. Further, they may lack sufficient focus in lessons, or be insufficiently engaged and they are reluctant to take on challenge.
Concerning (C)	Pupils consistently fail to meet many of the expected attitudes towards learning and significant improvement is required. Pupils and parents will already be aware of concerns on the part of the School. Pupils in this category may be disruptive in lessons or may frequently fail to meet deadlines. They may exhibit other behaviour which substantially limits their own progress, or that of their peers.

PREP SCHOOL

Current Progress	What does this mean?
Emerging (E)	Emerging Pupils working at this attainment level have additional support or scaffolding with their learning to help them meet the relevant outcomes for their age. They are able to access the curriculum but may have significant gaps in their learning. They may struggle to embed concepts and can sometimes not apply their learning independently.
Developing (D)	The pupil's learning for the majority of the time, is within age related expectations. They are beginning to work with increasing independence and confidence. They are on track to meet some, but not all, of the end of year expectations within a subject. They are successful at learning many new concepts and are starting to apply their skills independently, but not consistently.
Secure (S)	The pupil shows confidence and is working within age-related expectations consistently and may exceed these in some of their learning. They are taking steps towards mastery in some areas of the curriculum. They are usually able to learn new skills and concepts and use them accurately and independently. They may make occasional errors in applying their learning in other contexts.
Mastery (M)	The pupil shows mastery if they are consistently attaining above age related expectations. They demonstrate understanding, knowledge and skills across various contexts within the given topic. They are able to fully explain and justify their ideas. Pupils working at mastery will be stretched and challenged.
Exceptional Progress (Ex)	As above, but is also demonstrating significant skills and knowledge in that subject area beyond the curriculum. They can consistently apply their skills in a range of contexts and can synthesise and evaluate their ideas, and those of others effectively.

SENIOR SCHOOL

Attainment Grade

There is a single grading system for all pupils, in line with the new GCSE grading system. Attainment will be graded from 1-9, with 9 being the highest grade. This is not a formal predicted grade, but a projection of the grade students are working at given their recent classwork and homework.
In Year 7, the highest possible grade is a Grade 5. This means that they would be on track to achieve a Grade 8 or 9 by the end of the GCSE course.
In Year 8, the highest possible grade is a Grade 6.
In Year 9, the highest possible Grade is a Grade 7.
In Year 10 and 11, the full range of GCSE grades are used.

The chart below shows how pupils can progress during Year 7 to 11, to achieve success in their GCSE examinations.

Year 7	Year 8	Year 9	Year 10/11	Old GCSE Grades	New GCSE Grades
5	6	7	9	Secure A*	9
4	5	6	8	A/A*	8
3	4	5	7	A	7
2	3	4	6	Secure B	6
1	2	3	5	High C	5
	1	2	4	Low C	4
		1	3	D	3

Appendix 7: Full Lesson Plan

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

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-.

Differentiation strategies	**Interventions**
Resources	**Homework & Due Date** **DUE:** **Extension Homework**

How are students grouped? (Individual, Pair, Group, Whole Class etc.)

Starter: **Extension Task:**

Activity 1:

Activity 2:

Plenary:

Assessment:

GRADE DESCRIPTORS FOR LESSON OBSERVATIONS

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.

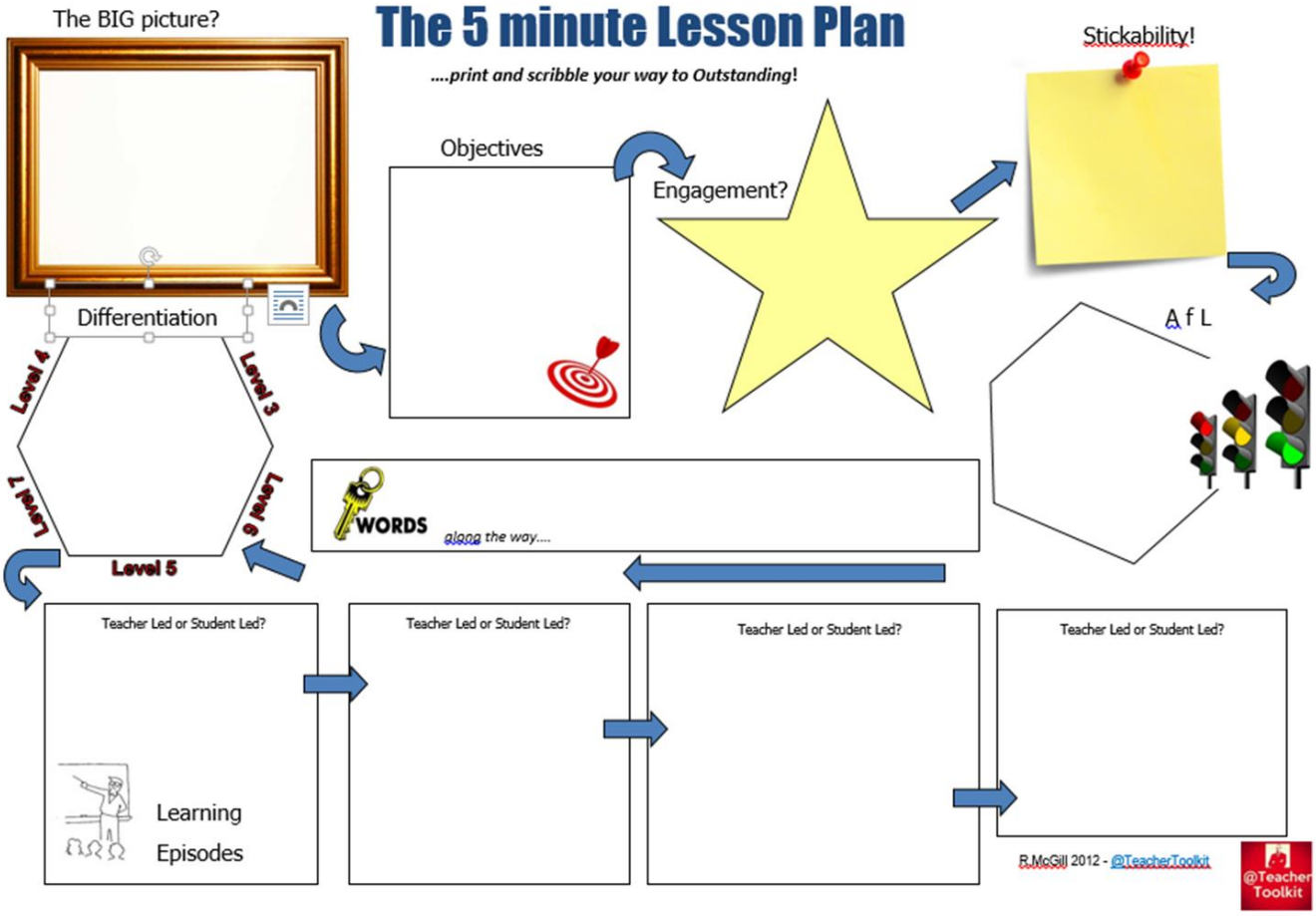
Assessment and Feedback (including homework)

- 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 8: 5 Minute Lesson Plan



Appendix 9: Student Progress

Appendix 10: Lesson Observation Form

Appendix 10: 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				