



PUDSEY GRAMMAR SCHOOL

EST.1905

Teaching, Learning and Quality Assurance Policy

*This policy has been agreed by the Governing Body of
Pudsey Grammar School*

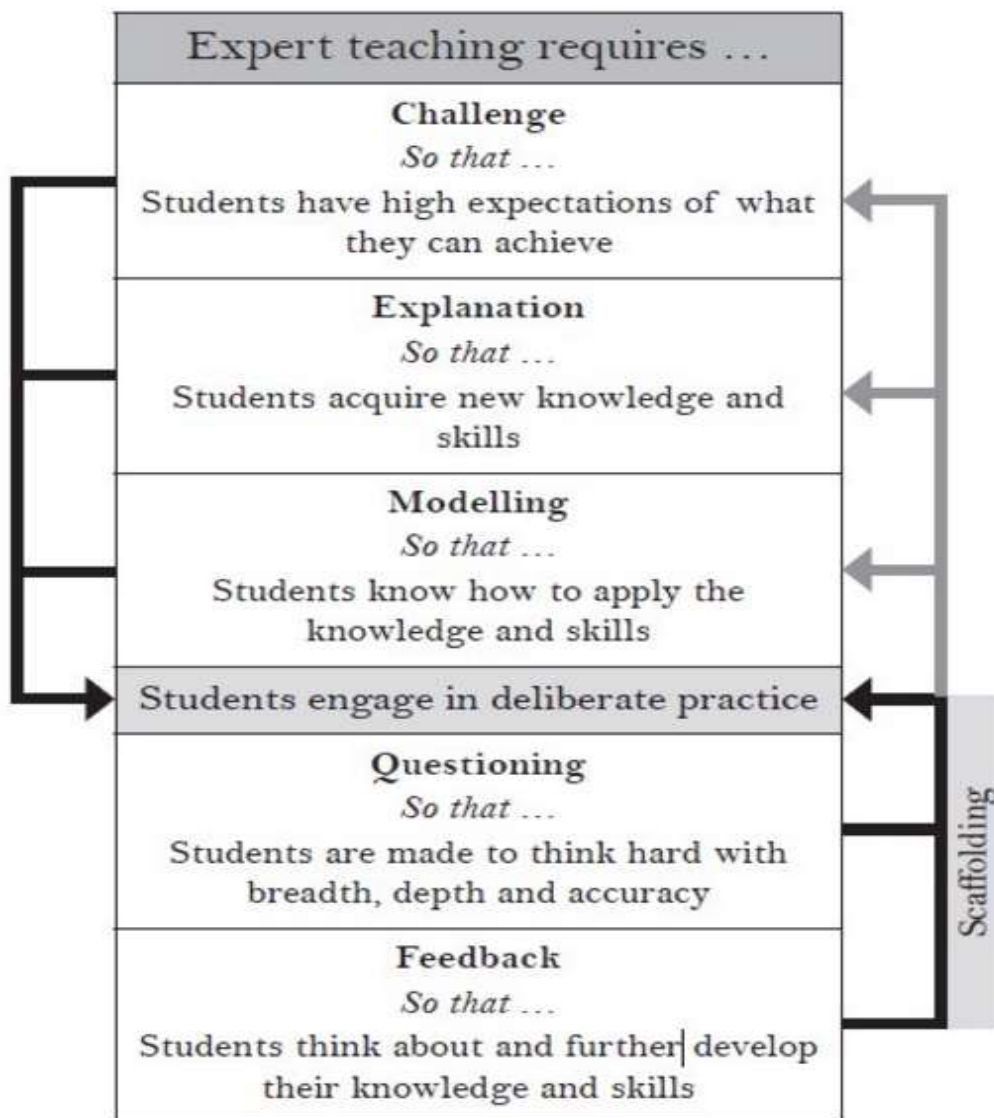
Teaching and Learning at PGS

1) Lessons at Pudsey Grammar School

At PGS, learning is at the heart of all our interactions. The school recognises that good teaching and learning is supported by three key principles:

- Lessons are taught with enthusiasm, pace and challenge.
- Students make good progress and the teacher monitors this effectively
- High quality feedback and marking engages the children in a dialogue. Students act on feedback.

Educational research points to five essential tools in supporting students to progress in their learning.



From Andy Tharby and Shaun Allison's 'Every Lesson Counts'

1) Expectations

A) Routines

- All lessons are supported by detailed medium term plans. Lesson resources have been adapted to suit different classes.
- The teacher meets the students at the door and completes a uniform check
- Students give out resources to support learning.
- Students are seated in a Strategic Seating Plan which includes class charts data and annotations detailing how the needs of students might be met in lessons.
- Starter activity means all students begin work swiftly. It creates a high level of engagement in learning.
- Lesson objectives are shared with the class.

B) Quality Work

- Presentation in student books demonstrates they take pride in their work. All students follow the presentation policy.
- Students work hard in lessons and this is evident through the coverage in their books. Students regularly complete at least three paragraphs of extended writing in independent learning time.
- Marking and feedback is incisive, completed according to policy and leads to progress.
- R for R activities and extended writing demonstrate improvements in the quality of work over time.
- Regular homework consolidates learning or leads to further progress.

C) Experience

- Lessons will be differentiated. In order to make the expected progress, all students must have access to the appropriate support and challenge. All lessons will feature purple challenge work.
- Teachers will involve clear explanation and demonstration of the main task/challenge by the teacher.
- Staff make use of a variety of approaches to questioning and create opportunities for students to ask questions.
- Teachers will make use of a variety of formative assessment techniques like mini whiteboards and traffic light cards
- Students will be given the opportunity to engage in short, meaningful talk for learning activities.
- Teachers will regularly provide opportunities for the retention of key skills and knowledge through low stakes testing and assessment.

Differentiation

Differentiation can be achieved through:

- ***providing varied resources to support student's work***
- ***setting a range of tasks***
- ***questioning***
- ***use of other adults in the classroom***
- ***through grouping strategies***
- ***responding to teacher feedback***
- ***the purple challenge task***

Questioning

Randomisation, thinking time and the encouragement of extended contributions to discussion that employ reasoning and analytical skills will be standard classroom practice.

Teach Like a Champion strategies like 'Wait time', 'Cold Call' and 'Right is Right' should be used as a matter of routine.

Questioning - four key techniques

Wait time

The teacher allows time for students to formulate their answers, allowing them time to provide more depth and quality in their responses. The wait time can be 'narrated' with phrases like 'I'm still waiting for more hands', 'There should be more of us ready to answer' etc. The teacher can also use wait time to rephrase and clarify the question.

Thinking time

Teachers should give students time to think about the question posed in order to deepen their responses. Thinking time is often most effective where students are asked to make notes or record a response on a W/board prior to discussion.

Cold call

Significant sections of questioning should be classified as 'No Hands Up' parts of the lesson. This approach is best used following thinking time.

Right is right

Teachers should push for extended responses using follow up questions which require full sentence explanations and subject specific vocabulary.

2) Challenge

'...challenge is the provision of difficult work that causes students to think deeply and engage in healthy struggle.'

"There are two ways to interpret the phrase "stretch and challenge". On the one hand, it relates to whole-class teaching and the importance of stretching and challenging every pupil's thinking.

On the other, it relates to individuals and the importance of pushing the thinking of the most able pupils. Both interpretations are equally valid and essential components of great teaching." —Mike Gershon

Our cohort arrives at KS2 at above the national average for attainment. The following guidance should be noted when preparing lessons for students that we have defined as the most able who may be as many as 50% of the cohort.

All lessons should be challenging for all students. Students should be working to the same lesson objectives and teachers should support students through scaffolding the learning rather than providing less challenging work for some students.

- Most able students and strategies employed to support them should be **identified on the Class Charts seating plan.**
- **Sharing and modelling excellence** is an important way of demonstrating expected standards and ensuring all aspire to the highest levels of attainment. As a matter of routine, **students should have the opportunity to see examples of the best work and analyse it** in order to understand what has made it so successful.
- Teachers should routinely plan **extension questions and supplementary work for the most able** and make it clear during the lesson which students should be accessing these tasks. **Such tasks should be highlighted in resources as the purple challenge task.**
- Teachers should set **specific differentiated tasks aimed to challenge those defined as most able.** Differentiation by task, question or activity should be a regular part of lesson planning to cater for the most able. **Such tasks should be highlighted in classroom resources as the purple challenge task.**
- During classroom Q and A, teachers should **push for extended responses, correct informal or lazy speech, expect complex technical vocabulary and model excellence in verbal communication.** Questioning should be differentiated and addressed to individuals using 'no hands up' approaches.
- When scaffolding learning for some students, teachers should consider the fact that not all students will require the same support and that in some instances **support may limit the progress of the most able.**



Purple Challenge Tasks

Purple challenge tasks will appear in every lesson. They will most commonly be of two types.

<u>Extension Work</u>	<u>Bespoke tasks</u>
<p>All extension tasks should be highlighted in purple. Simple classification, sequencing or recall tasks often used as starter activities can usually be extended through the use of supplementary questions which require students to justify their thinking.</p> <p>For example – <i>‘Which is the most important cause of WWI? Justify your opinion with evidence in three bullet points.’</i></p>	<p>The most able students in classes may be given different work to complete. <i>For example: more able students studying Pythagoras questions may be given 3D problems to solve.</i></p> <p><i>More able students analysing poetry could be asked to respond in depth to structural techniques like enjambment, caesura and the employment rhyme scheme rather than write about language.</i></p>

Ofsted

Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.

3) Challenging work and Independent Learning Time

Students are most effectively challenged when they are engaged in deep thinking. While whole class discussion is a valuable tool, challenge is sometimes most obviously seen through students working independently. **Engagement with independent work during silent work allows the teacher to closely monitor student progress and calibrate the level of challenge accordingly** for individual students through support, extension questions and personalised advice.

When and how to use silent work

- Silent work should occur at least once a week for every class in every subject
- Silent work should last no longer than 20 minutes in the lesson
- It can take the form of extended writing, answering examination questions, planning, researching and summarising
- Students should be adequately prepared through prior teaching activities and the opportunity to ask questions prior to beginning SLT
- Teachers should use the language of resilience and supply supporting materials that enable students to work and solve problems independently

DIFFERENTIATED TEACHING

MOST ABLE STRATEGIES

PUPIL PREMIUM STRATEGIES

SEND STRATEGIES

Purple Challenge Tasks

These should be displayed on the board in purple. Challenge tasks should be available to all students but some students should explicitly directed to address them.

SISA & Prior data

Use the PP information spreadsheet and SISRA to inform planning.

Individual Education Plan/SEND register

Make yourself aware of students' IEPs and make them available in your teaching contexts folder.

Model work/responses

Share work at the 7 to 9 standard. Explicitly discuss the key features that lead to excellence in that piece of work.

Questioning

Questioning should be differentiated and ensure participation of all PP students using techniques such as 'No Opt Out', 'Wait Time', 'Right is Right' and 'Cold Call'.

Support staff

Deploy support strategically in lessons to ensure it has the most significant impact on progress. Share medium term planning with support staff.

Questioning

Require all students to evidence deeper thinking through use of extended verbal answers and explanations. 'Right is Right' and 'Format Matters' techniques help students to do this.

Support in lesson

Check on PP students first. Assess whether or not PP students understand the task or need support to complete it.

Resources

Provide appropriate resources for the needs of all students. Carefully consider seating in order to optimise learning. Support literacy in every lesson through a variety of resources.

Feedback

Give thorough feedback that explains specifically how students can reach the 7-9 grades and achieve their potential.

Marking

Mark books of PP students first. Give thorough feedback. Check students act on your feedback and recognise their effort in doing so.

Questioning

Ask students to respond in full sentences. Provide sentence starts, word mats and other supportive resources. Encourage use of subject specific language during questioning.

Differentiated Tasks

Differentiated by task, question, resources or activity should a regular part of lesson planning to cater for this cohort.

Homework

Use a range of different strategies to provide appropriate homework. Use resources such as the differentiated section on SMHW. Check that barrier to completing homework have been addressed.

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4. Marking and feedback

Regularity

- In KS3, 4 and 5 teachers ***will mark and leave feedback on*** a piece of class work, homework or another assessment once every three weeks at KS3, 4 and 5.
- Students will use ***red pen to redraft work or respond to teacher feedback in detail at least once a half term*** in KS3, 4 and 5.
- At KS3, 4 and 5 one levelled assessment or GCSE graded piece will take place ***at least once a half term***.
- Teachers should mark and return work in sufficient time as to make feedback meaningful and allow progress to be made as a result of it. Departments should establish clear protocols and be mindful of the motivational impact of prompt feedback.

To demonstrate that feedback has been effective, students must be seen to have understood their targets and demonstrated progress as a result of them. ***All students must be given time in lessons to read feedback, discuss it with their teacher and take steps to act on what they have been asked to do.*** Students can evidence progress as a result of feedback in two main ways:

- Evidence of tasks or parts of tasks being re-drafted in books/portfolios of work
- Evidence of students responding to challenges/questions set in teacher marking

Saving Time

Where appropriate, teachers are encouraged to make use of target banks, marking codes and other resources which will help to speed up the process of leaving quality feedback. What is important is the quality of the response to feedback and how that response demonstrates learning.

Peer and self Assessment

Peer and self-assessment is central to our feedback strategy.

Peer and self-assessment will take place in red pen. Lessons will include opportunities for students to set targets, grade exemplar material and discuss marking criteria. Departments will provide a range of material to develop peer and self-assessment skills.

Exercise books must contain evidence of students undertaking peer and self-assessment in red pen. ***This should be carried out using the star and target symbols, clear marking/success criteria and be signed by the assessor.***

Research shows that it is when students correct their own errors, they are more likely to remember the correct spelling or grammatical structure. With this in mind, ***it is essential that all exercise books show evidence that students have undertaken regular proof reading of their own work and taken steps to use their red pen to correct:***

- Spelling of subject specific words
- Punctuation
- General spelling
- Paragraphing
- Presentation

SUBJECT SPECIFIC SPELLING

All staff will plan to allow for dedicated time to proof read and correct written work in lessons. Staff should routinely display subject specific spellings on the board and provide chances for students to correct them in red pen.

Subject specific spelling lists will be shared with students and they should be part of classroom display.

Where a student has misspelled a subject specific word and the student has not already done so, the teacher should correct it and students should write out the correction three times.

Marking for literacy

Extended writing should be marked for literacy by both students and teachers.

Marking codes are outlined here.

Marking Codes – Technical Accuracy in Writing

- Sp = Spelling mistake - the correct spelling should be written for the student. In the case of a student with a spelling 'problem' please choose 5 spellings to correct.
- P = Punctuation mistake. Please correct the mistake by inserting the correct punctuation mark.
- G= Grammatical mistake. Eg. 'We was sat'. Please correct to "We were sitting..." etc to indicate agreement between subject and verb plus the correct form of the verb.
- CL = colloquial (slang/ too informal/ casual) usage of language
- // = New paragraph required

Presentation Guidelines

Every student should be proud of the work that they do. High standards of presentation must be maintained all year and are a focus of the quality assurance of marking and feedback.

Presentation at PGS

Classwork or homework written on the left and underlined with a ruler.

Date written on the right hand side.

Title and sub-titles written neatly and underlined with a ruler.

Written work in blue or black ink.

A neat line to indicate the end of a section of work.

Mistake indicated by a single neat line through it. Ideally, also enclosed in a bracket.

Students use red for reflection time to correct mistakes in spelling and punctuation.

Diagrams drawn neatly in pencil, and labelled in ink.

Double line to indicate that the teacher has asked you to start the next work on a new page.

What is deposition?
Deposition is when the sea loses energy and it drops sand, rocks and pebbles it has been carrying. (This can)

How and why do constructive waves build up beaches?
Constructive waves have a large and strong swash which sand and pebbles move further to sea or beach. They also have a large wash, so more is deposited than is taken back. Constructive waves are created in calm weather.

Land
Beach
Swash
Direction of movement

5. Memory, Retention and Low Stakes Testing

To support the retention and recall of key knowledge, teachers will regularly ask students to engage in memory work in lessons. Research points to two techniques which were rated as being very effective for improving long-term memory:

- **Practice testing.** This is where students have to generate an answer to a question. It can include past papers, multiple-choice questions or doing practice essay answers. It's a technique that has been extensively researched and is consistently found to be one of the most effective ways to improve learning.
- **Distributed practice.** Sometimes referred to as "spacing", distributed practice involves doing little bits of work often instead of a lot all at once (ie cramming). Essentially, students remember more if they spread out their learning; for instance, one hour a day for eight days rather than eight hours in one day.

Two further techniques were also found to be effective:

- **Elaborative interrogation.** Asking "why is this true?" or "why might this be the case?" helps students think about the material and make connections to previously learned information. However, this technique does require students to have a good base knowledge for it to work effectively.
- **Interleaved practice.** Interleaving is where students mix up either the types of problem or different subjects, so as to avoid "blocking" their time on just one type of question. This helps keep things fresh and makes it easier for students to identify similarities and differences between the materials they are studying.

Low stakes testing and memory work – some practical techniques

- **Multi choice quizzes** can be used to establish gaps in knowledge and as an opportunity to explore fine detail
- **Cloze exercises** require students to fill in the blanks in key information and provide an opportunity to fill in subject specific vocabulary
- **Sequencing maps** can help students recall the different steps in scientific, mathematical or geographical processes
- **Cause and Effect maps** can help students to remember key events and what has happened as a result of them
- **'Self quizzing'** and **'Don't waste a second'** strategies. Self-quizzing simply means students are using different strategies to commit facts and formulae to memory and then writing them down without reference to the source material. Encouraging students to buy practice revision and self quizzing activities in lessons can transform attitudes to independent study and ensure they 'don't waste a second' of lesson time.

6. Building Resilience

***'The greatest glory lies not in never falling but in rising every time we fall.'* Nelson Mandela**

Good teaching and learning is underpinned by resilient students. Teachers must demand the very best from students who should approach lessons expecting to encounter experiences that are enriching and challenging. Resilience can be fostered through:

- *Praising processes*, not just outcomes
- Praising effort and making *explicit links between effort and progress*
- Using *mistakes and misconceptions as learning opportunities*
- Portraying *all skills and knowledge as acquirable*

"A few modern philosophers...assert that an individual's intelligence is a fixed quantity, a quantity which cannot be increased. We must protest and react against this brutal pessimism...With practice, training, and above all, method, we manage to increase our attention, our memory, our judgment and literally become more intelligent than we were before." Alfred Binet.

7. Homework

What works?

Tom Sherrington sums up John Hattie's research:

'...the highest effects in secondary are associated with rote learning, practice or rehearsal of subject matter; more task-orientated homework has higher effects than deep learning and problem solving. Overall, the more complex, open-ended and unstructured tasks are, the lower the effect sizes. ***Short, frequent homework closely monitored by teachers has more impact than their converse forms and effects are higher for higher ability students than lower ability students and higher for older rather than younger students. Finally, the evidence is that teacher involvement in homework is key to its success.'***

The more specific and precise the task is, the more likely it is to make an impact for all learners. Homework that is more open, more complex is more appropriate for able and older students.

Y7 to Y9

Subject	Time allocated
English Maths and Science	45 minutes - per week for each subject
MFL	45 minutes per week
History, Geography and RE –	30 minutes per week
Art, DT and music	30 minutes per week

According to the above guidelines, students should receive approximately 6 hours of homework a week.

In addition to work set by subjects, students are expected to read for 1 hour a week.

KS4 – Y10 to 11

Year group	Frequency
Y10 and Y11	Subjects should set approximately 25 minutes per lesson per week. This should be approximately 10 hours per week for KS4 students.

At both KS3 and 4, 'Minutes per lesson/week' is a guideline. It is at the teacher's discretion whether to set an extended piece of homework or spread work over several smaller tasks.

For example, a Y7 DT homework of one hour may be set but students will receive 2 weeks to complete the piece. English homework in Y11 will not be set every lesson but may be rolled into an hour and 40 minutes of homework a week.

Y12 and 13

Students in Y12 and Y13 should receive an hour of homework per lesson. This means that a double period should generate 2 hours of homework.

Marking of homework

Homework may take many different forms across subjects: research, revision, problem solving and extended writing. This policy recognises that the nature of homework marking will differ across teams but that portfolios of work should contain evidence that homework is marked and assessed regularly through peer, self and teacher assessment. This could be done in the following way:

1st homework task - Teacher marked with comments, targets and an expectation that students respond to the next step target when the homework is returned.

2nd homework task – Peer assessed

3rd homework task – Self assessed by the student

8. Planning and context for learning folders

The purpose of planning is to enable high quality lesson delivery that meets the needs of all students.

Teachers should have a precise picture of student's knowledge and prior attainment through the learning dialogue in books and folders and through AFL strategies used in lessons. Assessment data should be used to inform lesson planning as a matter of routine and should allow the teacher to differentiate effectively through the use of resources, questioning, support from other adults and precise pitching of classroom activities that narrow the gaps in learning.

Teachers are not asked to produce detailed plans of individual lessons but they are required to provide evidence of planning over time which may include:

- Annotated seating plans for each class based on the information contained within the class charts software. The annotated plan should briefly explain personalisation and differentiation strategies used with individuals in the group that help to support their progress. Key target data should be shared with students and evidenced in portfolios of work. Annotated seating plans should be regularly updated.
- Some evidence of short term planning that includes details of how the teacher has adapted medium term Schemes of Work. This may be evidenced through an up to date teacher planner, annotated schemes of work or other methods agreed with the department leader.

9) Extended Writing

'A word after a word after a word is power.' Margaret Atwood

One of the key ways we will improve literacy of students is by giving them opportunities for extended writing.

At PGS, the 20 minute Independent Learning Time means that students should have a regular opportunity to complete *sustained pieces of written work of more than three paragraphs*.

To ensure ILT and extended writing, all teachers will:

- adequately prepare students through teaching activities and the opportunity to ask questions prior to beginning SLT
- be clear about the purpose and audience of the writing
- undertake some joint planning, modelling or discussion about the content of the writing required
- provide appropriate support through word banks and writing frames
- ensure that students proof read their work and make changes in red pen
- employ the necessary sanction for inadequate work in ILT

In the majority of subjects, students will be assessed by the quality of their written work. It is the responsibility of every teacher to assist students in the mastering the craft of coherent analytical writing.

Non-negotiables of T&L at PGS

- Lessons should be objective led
- Teachers will keep a context for learning folder containing recommended differentiation strategies, annotated seating plans and SEN information
- All lessons should contain purple challenge activities
- All lessons must be clearly differentiated to support the needs of the learners
- Questioning should involve a broad range of students every lesson. In every lesson, the teacher should use a range of methods to gather responses, not simply rely on 'hands up'
- Books must be marked at least once every three weeks
- Students should complete meaningful Red for Reflection tasks that allow them to show progress as a result of feedback. All exercise books should show evidence of students being given time to proof read, self assess and make corrections to their own work
- Student tracking sheets should be updated following assessed pieces of work. Target grades and assessment grades should be displayed in exercise books
- Teachers should *apply behaviour expectations with consistency to address both behaviour which disrupts learning and lack of work in the classroom*

Quality Assurance Processes

At Pudsey Grammar School we are constantly evaluating the quality of teaching and learning so that we can ensure that students make the best progress they possibly can. As part of this process, senior and middle leaders will regularly monitor the quality of classroom practice to ensure that it is consistent with whole school policies. At Pudsey Grammar School, we aim for 100% of teaching to be Good or Outstanding across all periods of the day and use the results of classroom observations to evaluate our success in fulfilling this aim.

The purpose of conducting lesson observations and learning walks is to review the quality of teaching and learning in the school and to provide a framework for professional dialogue between teachers and observers.

Lesson observations and learning walks provide the opportunity to:

- recognise and share good practice that has a positive impact on students;
- promote self-awareness and reflection in teaching and learning;
- provide qualitative, valuable feedback to teachers by instigating a pedagogical dialogue between observers and teachers;
- inform senior leaders and governors of the quality of teaching and learning at the school;
- contribute essential information to facilitate school improvement which will inform CPD planning.

Lesson observations and learning walks are developmental and supportive and will be carried out with professionalism, integrity and courtesy. Observers will respect the confidentiality of the information gained through the observation process.

Learning Walks

Both members of SLT and team leaders will undertake regular drop in visits to lessons.

Protocols for learning walks at PGS

- Where possible, the SLT link will speak to staff and discuss the context of the lesson and the learning taking place
- Lesson visits will last approximately 15 minutes
- Where possible, in order to gauge the quality of marking and feedback, the observer will consider evidence from exercise books and portfolios of work during learning walks
- Observers of learning are not looking for preferred strategies. Instead, the focus will be on challenge, engagement, pace and progress as a result of effective feedback
- Lesson visits will not result in a numbered grade being awarded to individual teachers. Feedback may be recorded using the BlueSky system and the R/A/G ratings available there. Findings may be discussed at link meetings and used in order to plan further support and development for the team
- Staff will not have prior notice of lesson visits

Learning walks which raise concerns about the quality of teaching

Where a lesson visit reveals that marking, teaching are not meeting school expectations or policy, the observer will discuss the issues with the member of staff and conduct another lesson visit to capture amendments in practice. If there are still causes for concern at this stage, a quality of teaching observation will take place.

Work Scrutiny

Samples of exercise books and portfolios of work will be taken on a regular basis. Students may be present at some of these events and the impact of marking and feedback on learning may be discussed. Feedback will be left using the BlueSky system. If marking does not meet policy or support learning, support and further appraisal of staff marking will take place.

Hotspots visits

Members of SLT will undertake regular supportive lesson visits to classrooms for a number of reasons: at the request of staff, where there are inexperienced or supply staff taking the lesson or where behaviour or performance data indicates support is required. These visits will not involve lesson judgements or formal feedback on BlueSky.

Lesson Observations

Protocols for lesson observation at PGS

- Classroom observation will be a confidential process carried out by qualified teachers
- Teachers will receive a minimum of three, 30 minute observations over the academic year
- For the purposes of professional development, feedback on lesson observations will be developmental and give clear guidance on how practice can be improved
- Verbal feedback will be provided by at least the end of the next school day and written feedback within 5 working days, unless circumstances make this impossible
- In order to gauge the quality of marking and feedback, the observer will consider evidence from student voice, exercise books and portfolios of work during lesson observation.

Lesson observations linked to appraisal

Each member of staff will receive one lesson observation as part of the appraisal process and in accordance with the procedures set out in the 2013/14 Appraisal policy. There will be five days notice of these observations that will last a minimum of 30 minutes.

Lesson observations linked to the quality of teaching

In order to capture a regular and accurate assessment of the above, observations used to judge quality of teaching in the school will take place twice a year. These observations will take place at a day's notice and last a minimum of 30 minutes. Staff will not be informed of the exact period in which the observation will occur.

Feedback will be given using the R/A/G ratings on the BlueSky system

Support

The most important aspect in any school is the quality of teaching and learning – if we get that right, everything else falls into place. As a school, we have high standards and expectations that are underpinned by high quality training and support.

Children only get one chance at their education and for that reason the quality of teaching and learning has to be good or better in every classroom across the school.

We must ensure that our lessons are well planned, engaging, taught at pace and ensure that the children are making good progress. Marking needs to be smart, productive and engage the children in a dialogue. Homework should reinforce the work and challenge the students. CPD is extremely important – we will learn from each other and we will also learn from the best external sources. Support within school will be provided by the senior and middle leadership team and colleagues who will model good practice.

If teaching is not good, quality support will be provided but it is important to note that this cannot be indefinite.

Support will take place where a member of staff's quality of teaching is judged to be less than good taking into account all evidence. This will be tailored to the needs of the individual, involving a range of possible opportunities. A follow up quality of teaching observation will then take place within a minimum period of four weeks. If the quality of the member of staff's teaching is still not good at this point taking into account all evidence, then the member of staff will enter capability proceedings.

Supporting teachers at PGS

Teaching is judged as less than good using all available evidence.



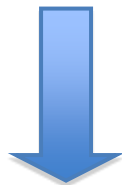
Support

A variety of support will be put in place tailored to the individual. If a member of staff's teaching is close to good the programme will be a light touch as they will not require intensive support to improve the quality of their teaching. If a member of staff's teaching is significantly below a good standard, they will be supported through a Developing Performance programme which is more intensive and will involve:

Mentoring and support

Action planning, research and peer observation

Regular observations and work scrutiny involving mentors, team leaders and SLT



Follow up quality of teaching observation

This will take place within a minimum of four weeks from the initial observation. This will be conducted by the same observer, though the class may differ. This observation will form a key part of the evidence used to assess the member of staff's overall quality of teaching.



Successful completion of programme – return to standard monitoring.

Capability processes begin