



SOUTH WIRRAL HIGH SCHOOL
A Visual & Performing Arts, Maths & Computing College

TEACHING AND LEARNING

QA PROTOCOLS

Guiding Principles for Teaching and Learning

1. **Accountability** – we are morally responsible for the progress of students and everything we do should support and impact on this
2. **Thoroughness** – We ensure we are all clear on what excellent teaching looks like and hold ourselves and others accountable to this in a transparent and supportive manner
3. **Consistency** – the power of the team. We constantly look for opportunities to collaborate with others and welcome opportunities to see and share best practice
4. **Expertise** - We embrace feedback, finding out not only what we do well and can share with others, but what we need to work on
5. **Action** - We act on feedback and encourage colleagues to support us in reviewing how we are having impact on our AFDs. We take risks and try things out knowing that we will not be held accountable for individual moments of unsuccessful teaching and learning



Book Look Protocols

Principles

- Single book looks will not be used for performance management
- Book looks may be used in conjunction with the performance management process where, over the course of a year, issues have not been addressed effectively
- The school promotes a collegiate and collaborative approach to both marking and planning as part of structured faculty professional development time in the school calendar. This will provide opportunity for ongoing sharing of best practice, faculty review and developmental guidance of books that will sit alongside quality assurance procedures
- The school marking policy should be used by all staff to ensure that student books/folders evidences high expectations around student work, diagnostic feedback from staff and student response that evidences clear and consistent progress
- Staff will not have choice of which books will be sampled during work scrutiny. This will be the responsibility of the Faculty Leadership or Line Management team
- For Vocational qualifications were appropriate, the school will use the lead IV review schedule for quality assurance and so BTEC subjects will only be subject to book looks for external assessment-FPLs to refer to Btec assessment plan for internal and external assessment
- In accordance with JCQ rules for Non Examinable Assessments, NEAs sit outside of school protocols and within exam condition requirements. No book look is required for this specific work

Protocols

- There will be 3 book look exercises that will be completed as part of quality assurance in the academic year
- The school calendar will give transparency; specifying the week of book look and focus area in line with school priorities (disadvantaged students, standards and challenge at KS3 and KS4/5 exam focus)
- Staff will be given 5 working days-notice of the focus of book look (they will not receive the names of the students)
- The person(s) conducting the faculty book look exercise will ensure that an equal number of books are requested from each teacher (if they teach the requested focus group).
- Each teacher will be emailed with a list of either students, class or school target group that will be the focus for book look. This email should be sent out by 9am on the day of a sample request
- Each book look should include approx. 6 books/folders per member of staff
- When a teacher receives a sample request to provide books, they should ensure that the sample is passed to the member of staff who requested the sample by lunch time on the same day, unless the book is being used by the teacher in the afternoon. In this instance, the book may be passed to the reviewer by 3.30pm on the day of request
- The person conducting the book look should look to sample the work and pass books back to staff within 24 hours of receiving the book/work
- The school book look proforma should be used for all calendared quality assurance of students work

Feedback

- Staff have the option of requesting verbal feedback in addition to written feedback of books using the book look feedback proforma
- The **time and date** of the feedback, if wanted, should be **agreed** ideally before the book look exercise, but can be requested after
- Should any issue be raised by staff or Faculty Progress Leadership during the process, this should be raised with the line manager

Recording the Information

- Book look strengths and opportunities for development will be recorded centrally within Faculty data collection using an Evaluation Report (the individual feedback will be anonymised before being electronically saved)

Concerns

- Should any issues arise during the course of the year, and are not addressed, this will be raised with the performance manager
- If concerns are raised of a disciplinary, health and safety or safeguarding nature the staff member completing the work scrutiny should seek advice from the Head teacher, Deputy Head teacher or Safeguarding Officer

Learning Walk Protocols

Principles

- All Learning walks will not be used as part of performance management in line with union guidance
- All Learning walks will be completed by at least one member of staff with direct lines of accountability within a faculty. There should be no more than two people and at least one should be a member of Faculty leadership
- Learning walks should not disrupt the flow of teaching and learning in a class and so, student voice will not be gathered in a learning walk
- The learning walk is conducted to provide evidence of:
 - a. The learning across the faculty
 - b. How a faculty is evidencing strengths and addressing opportunities for development
 - c. How high quality teaching and learning impacts on good/outstanding student progress

Protocols

- 4 learning walks will be completed as part of the calendared quality assurance. The school calendar will give transparency of week of learning walk and focus area in line with school priorities (disadvantaged students, standards and challenge at KS3 and KS4/5 exam focus)
- All Learning Walks will last no more than 20 minutes in each classroom. The expectation is that a learning walk will cover four classrooms on average per hour
- During the learning walks any seating plans should be available if requested as should access to student books and home learning
- The person completing the learning walk will be 'looking at' strengths and opportunities for development with a focus on student learning.
- Any work sampling should be used to establish 'typicality' in a learning walk.
- An individual conducting the learning walk may utilise any evidence at their disposal during the learning walk, including any books/folders available, home learning, planners and wall displays
- The observer should record all observations on to the schools Learning Walk proforma. This document will be given to the teacher and/or discussed during the feedback session
- The Learning walk proforma will provide qualitative responses to what was seen during the class visit, and also quantitative feedback as to whether specific expectations of teaching and learning, in line with school priorities and teachers' standards where met:

Standards and Challenge:

- Consistently high expectations of all pupil's attitudes to learning
- Teachers use their secure subject knowledge to plan learning that challenges their thinking
- High standards of Literacy / Numeracy promoted
- Safe and stimulating environment, relationships positive and supportive
- Books show a consistent high quality of student presentation and appropriate challenge

Engagement and Love of Learning:

- Pupils are curious, interested learners
- The needs of PP are met and challenged
- Time in lessons is productive
- Planner and Equipment (Where applicable)
- Consistent application of the behaviour policy

Feedback:

- Check pupils understanding systematically and effectively in lessons, offering clearly directed and timely support
- Use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content

Learning Walk Protocols

Feedback

- Staff will receive verbal and written feedback of learning walks
- The **time and date** of the feedback, if wanted, should be **agreed** ideally before the learning walk, but can be requested after
- The person who conducted the learning walk should feedback their observations using the evidence on the learning walk proforma
- Written feedback will use the school learning walk proforma and clearly state strengths seen and opportunities for development

Recording the Information

- Learning walk strengths and opportunities for development will be recorded centrally within Faculty data collection.
- All published feedback will not be staff specific, but rather an overview of Faculty Strengths and OFDs which will be used as part of school/faculty quality assurance

Concerns

- If concerns are raised of a health and safety or safeguarding nature the observer should seek advice from the Head teacher, Deputy Head teacher or Safeguarding Officer



Lesson Observation Protocols

All lesson observations will last 1 hour

- This is to provide a consistency across the school and fairness of approach
- The purpose of these observations is to go deeper to look at 'typicality', which involves far more than 'judging' progress. As a result more time needs to be spent observing the lesson, talking to students and sampling books to gain an accurate picture of what goes on 'day in, day out'.

Staff may nominate the class

- The teacher can pick the class that they wish to be observed with. The time/date will be negotiable to avoid disruption to lessons
- The lesson focus may be agreed in advance based on performance management objectives

Notice

- All staff will be given 5 working days-notice of an observation and be told the exact date, time and lesson in which they will be observed

During the observation

- Lesson plans are optional, however, the teacher should look to have a data rich seating plan available along with access to class books, home learning book/folders if appropriate and mark sheets
- The observer will be looking at teaching and learning rather than 'for' a particular pedagogy or aspect of teaching in a performance management observation
- From observations the strengths from teaching seen and opportunities for development will be identified
- The observation will look at 'typicality' as part of its focus (to what extent have routines, interactions and techniques been embedded into routine practice) and its impact on learning
- Observers will be required to look at other sources of evidence when establishing what is 'typical' such as student feedback, book looks, seating plan review and any other relevant information
- The observer should also use the observation as a source of evidence against the teacher standards

Recording information

- The observer should record all actions and related impact on the schools 'lesson Observation' proforma. This document will be discussed during the feedback session
- The outcome of the lesson observation should be recorded onto SchoolIP and submitted to the reviewer after verbal feedback

Feedback

- The reviewee is entitled to verbal feedback within 24 hours where possible. Any issue with doing this must be highlighted to the appraiser before an observation
- The time and date of the feedback session should be agreed before an observation
- Feedback should focus on reviewee 'reflection'; strengths and opportunities for development
- No graded judgement will be given to the observation.
- Opportunities for development should be discussed and agreed on and the observer should provide clear advice and strategies for development both verbally and in written feedback
- Written feedback will be provided within five working days of the observation taking place.
- Should any issue be raised by staff or Faculty Progress Leadership during the process, this should be raised with the ELT line manager or Deputy Head Teacher

Concerns

- If evidence emerges about the reviewee's teaching performance which gives rise to concern during the observation, further classroom observations may be arranged subject to a revision meeting
- A reviewee is entitled to request a second observation should they feel their observation did not reflect 'typicality' of teaching and learning
- If concerns are raised of a disciplinary, Health and safety or safeguarding nature the reviewer should seek advice from the Head teacher, Deputy Head teacher or Safeguarding Officer