



# **St Joseph's College Quality Assurance Policy for Teachers**

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## **St Joseph's College Quality Assurance Policy**

### **Aims of SJC Quality Assurance Policy:**

- To ensure that all lessons are structured, challenging, appropriate for all learners and are enjoyable;
- To ensure that work produced by students reflects their progress and enjoyment of their learning and helps them to achieve highly and raise standards;
- To develop staff confidence in their learning and teaching strategies and ensure that they are recognised for their successes;
- To ensure that staff are properly supported in developing their skills through a professional coaching and mentoring strategy;
- To empower staff in taking ownership of their pedagogical development;
- To ensure that SJC academic and pastoral policies have been embedded into all areas of the school; and
- To create a clear and fair process through which performance management procedures can be carried out.

### **1.0 Quality Assurance Procedures:**

- Teaching Observation Cycle – a maximum of 3 observations\* for every teaching member of staff each year to be carried out by SLT/middle manager during autumn, spring and summer terms
- Additional Support Staff Observation Cycle
- Learning walks for academic and pastoral teams
- Book Monitoring and Moderation
- Team-teaching
- Peer observation

\*If a member of the teaching staff is graded as requiring improvement or as unsatisfactory they will be supported by the SJC Support Programme. Pre-arranged observations are observations in which lesson documentation can be requested by the observer (please see the 'What will I need for an observation?' section).

### **1.1 Outline of Quality Assurance Procedures:**

#### **Teaching Observation Cycle**

**Observations may be unannounced or pre-arranged.**

Teachers will be expected to complete a maximum of 3 observations each year which will be carried out by: SLT, middle manager and/or peer. Observations will vary in length from 20 – 60 minutes. They may or may not begin at the beginning of a lesson. Unless it has been agreed otherwise, observations should ideally be arranged at least 48 hours in advance.

### **Additional Support Staff Observation Cycle**

Staff who support within classrooms and independently for individuals and small groups will also be observed. This cycle will consist of 2 observations each year and will be carried out by the relevant line manager. Unless it has been agreed otherwise, observations should ideally be arranged at least 48 hours in advance. Observations will vary in length from 20 – 60 minutes and may or not begin at the beginning of a lesson.

### **Learning walks**

Learning walks are an opportunity for middle leaders/aspirant middle leaders and SLT to gain an informal insight into daily learning for students at SJC. As SJC operates an 'open door policy', learning walks are simply an extension of this practice through which the member of staff conducting the learning walk will be able to assess the consistency of practice within the given area. These will include: lesson learning walks, tutor time learning walks and Life Skills learning walks. These do not have to be pre-arranged, but notice will generally be given.

### **Book Monitoring and Moderation**

In every year group and across pastoral teams, work produced by students will be reviewed by groups of teachers to ensure the following:

- Students are being set appropriate and demanding work;
- Students are being given a wide variety of tasks;
- Learning is appropriately differentiated for students;
- Work, homework and planners are presented well;
- College procedures such as the marking policy, 'The Green Pen Policy' and homework are being maintained; and
- Homework is regularly set and recorded accurately in planners.

Please refer to the SJC Assessment and Marking Policy for more detail.

### **Team-teaching**

Opportunities to team-teach provide staff with the chance to learn from one another and improve their pedagogical approach through one-to-one dialogue, sharing good practice and coaching. In addition it improves the school experience for students as staff develop new skills and are able to share with one another in a more informal manner. This can be particularly beneficial in classrooms where LSAs are present.

### **Peer observation**

In peer observations staff can support one another by focusing on a specific aspect of their teaching, the learning or the learning environment which they wish to improve. These observations should be set up by the observer and the member of staff they wish to observe them. These observations can be formal or informal in accordance with the observed member of staff's wishes and with the agreement of the SLT member of staff responsible for QA.

NB Where existing internal department procedures are rigorous and meet the requirements of the QA Policy, staff will not be expected to duplicate work.

### **St Joseph's Learning and Teaching Support Team**

This is a new element to the QA programme. The Support Team will be led by Steve Farrell (Head of Mathematics) and will include: a scoping meeting, an action plan with agreed targets for improvement (please see the Sample Action Plan 2.3), agreed developmental observations and developmental mentor/coaching meetings. Teachers will be able to self-refer to this team and receive support, advice and strategies. Where teachers are graded 'requires improvement' or a 4, they will have the option of utilising the team in order to make improvements.

## 1.2 What will I need for a pre-arranged observation?

- SJC lesson plan
- Seating plan (if relevant or possible) and/or Sims Class Photograph on which at least the following has been identified: pupil names, set/year group, SEN, G&T, EAL, current level/grade, SIMs predicted grade
- Data-sheet containing all current assessment data (it should also contain the same information as the seating plan and any other relevant information such as reading age, CATs, ALPs, ethnicity, gender etc)
- Resources/worksheets

This is by no means an exhaustive list. For example, you may wish to have assessment folders, pieces of work or other documentation which demonstrates progress. If you require further information please speak to your line manager and/or SLT member responsible for QA Policy.

## 1.3 What will the pre-arranged observation process look like?

Pre-arranged observations should be agreed at least 48 hours in advance. If the observation is not convenient, efforts between the two parties should be made to rearrange the observation, but if this cannot be resolved your line manager and the SLT member responsible for QA should be informed.

Observations will vary in length from 20 – 60 minutes and may or not begin at the beginning of a lesson.

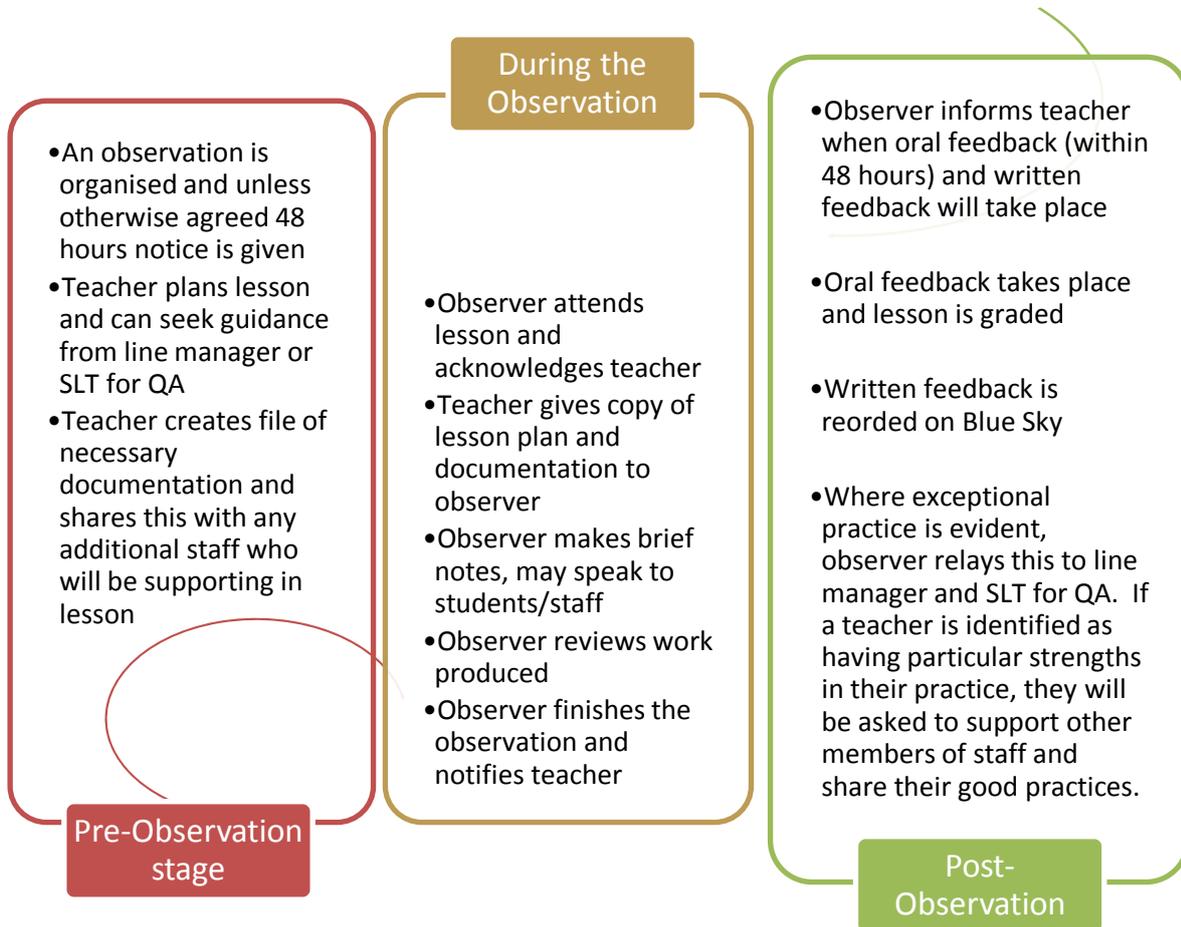
- 1) Observation is scheduled and notice given.
- 2) Observed member of staff prepares the lesson and documentation for the observer.
- 3) On the day of the observation, the observer should enter quietly, make eye contact with the member of staff, position themselves in a place where they can observe the learning (as opposed to the teacher) and begin the observation. As soon as the observer enters they should be handed the lesson plan and additional documents.
- 4) **Advice for the teacher:** During the observation, the teacher should continue with their lesson as normal interacting with both students and any additional support staff. They are free to involve the observer in the lesson and they should deal with behavioural issues as normal but with the least disruption to the class's learning.  
**Advice for the observer:** During the observation, the observer should: observe the learning taking place, record brief notes, discreetly speak to a range of students with varying abilities about their learning and progress and review work produced by students. Observers may choose to speak briefly to the teacher if it is convenient, but essentially their role is to observe the learning as it naturally occurs.
- 5) At the end of an observation, the observer should signal to the teacher that they are leaving and if appropriate thank them as a point of courtesy.

## **1.4 Post observation: oral and written feedback**

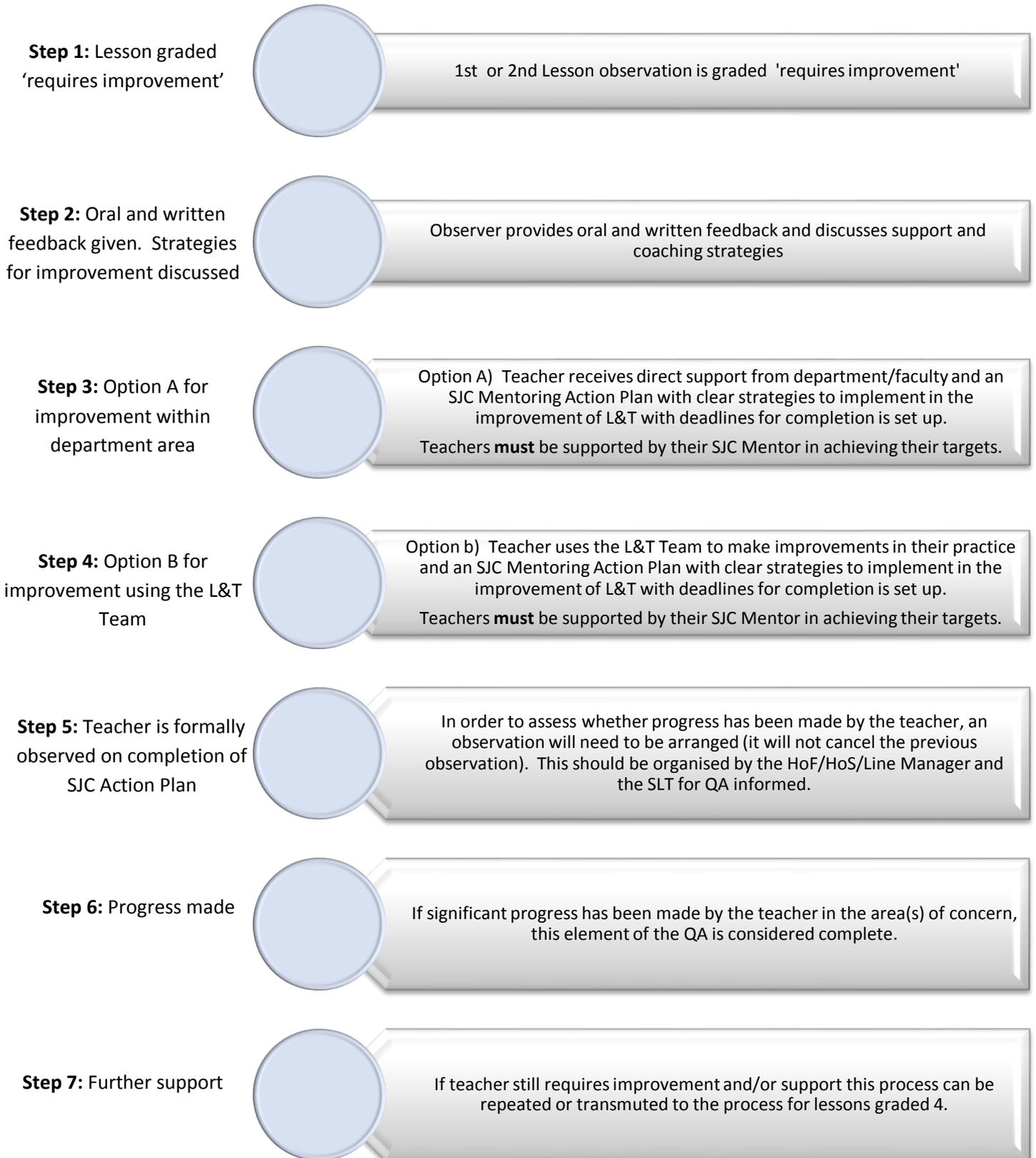
Ideally, the observer should arrange a time to orally feedback to the teacher within 48 hours and ensure that they have completed their written feedback (on Blue Sky) within 5 working days.

During the feedback session, it is important to remember that the process should be supportive, honest and helpful. Observers are encouraged to provide a grading for the lesson at the beginning of the session, focus on the areas below in guiding their feedback by providing a narrative description, to encourage the teacher to be comment when appropriate and to use polite and professional terms in feeding back. If observers require further training or guidance on this, they should see the SLT member responsible for QA.

## 2.0 Observation Protocol



## 2.1 Observation Protocol for lessons graded 'requires improvement'



All SJC Action Plans must be shared with the teacher, mentor, subject leader and/or HoF and SLT QA. In addition to this, records should be kept of meetings (times, dates, key points, actions and targets).

## 2.2 Observation Protocol for lessons graded '4'

**Step 1:** Lesson graded '4'

1st or 2nd lesson observation is graded '4'

**Step 2:** Oral and written feedback given. Strategies for improvement discussed

Observer provides oral and written feedback and discusses support and coaching strategies. At the same meeting or subsequent to this the line manager should be invited. If this is the second lesson graded a '4', it may be appropriate to make the teacher aware of SJC's Capability Procedures.

**Step 3:** Option A for improvement within department area

Option A) Teacher receives direct support from department/faculty and an SJC Mentoring Action Plan with clear strategies to **implement** in the improvement of L&T with deadlines for completion is set up.

Teachers **must** be supported by their SJC Mentor in achieving their targets.

**Step 4:** Option B for improvement using the L&T Team

Option b) Teacher uses the L&T Team to make improvements in their practice and an SJC Mentoring Action Plan with clear strategies to **implement** in the improvement of L&T with deadlines for completion is set up.

Teachers **must** be supported by their SJC Mentor in achieving their targets.

**Step 5:** Teacher is formally observed on completion of SJC Action Plan

In order to assess whether progress has been made by the teacher, a formal observation will need to be arranged (it will not cancel the previous observation). This should be organised by the HoF/HoS/Line Manager and the SLT for QA informed.

**Step 6:** Progress made

If significant progress has been made by the teacher in the area(s) of concern, this element of the QA is considered complete, however, the teacher will continue to be supported in order to ensure that their practices improve. This may take the form of a new SJC Action Plan with new targets or it could lead to revisions in the teacher's PM

**Step 7:** Further support

If teacher still requires improvement and/or support this process will begin again in light of the SJC's Capability Procedures.

### Please note

This protocol is indicative only and professional judgement will be used in each circumstance. As a result, actions may vary from the written protocol.

## 2.3 SAMPLE: Action Plan for Improving the Quality of Teaching and Learning:

**Aim:** In line with the QA Policy for the school, this document should be used to help teachers improve their teaching and learning objectives

Time scales, objectives and actions should be reviewed regularly and these reviews should result in the revision of objectives and updating of the action plan. The teacher and mentor should complete this section jointly. Please also refer to the Appraisal Policy and the teacher's PM.

Name of teacher: #####

Objectives	Teaching Standard reference	Actions to be taken by whom	Success Criteria	Support available/resources	Target date for achievement	Review/date achieved.
To become an authority within the classroom and become fair and consistent in your practices	2	<ol style="list-style-type: none"> <li>To establish clear rules, routines and expectations with every class.</li> <li>To ensure that an effective seating plan is in place for every class.</li> <li>To be well-prepared for lessons by being secure in your subject knowledge and the lesson plan</li> </ol>	<ol style="list-style-type: none"> <li>Pupils know what is expected of them and adhere to basic rules and instructions</li> <li>Pupils are seated quickly and are ready to learn within seconds of entering the classroom</li> <li>Lessons reflect clear objectives and outcomes which clearly relate to topics.</li> </ol>	<ul style="list-style-type: none"> <li>Various books in the school library</li> <li></li> </ul>	September 2013	<p>1<sup>st</sup> review: w/c 30<sup>th</sup> June</p> <p>2<sup>nd</sup> review: w/c 14<sup>th</sup> July</p>
To focus on learning and pupil progress	2	<ol style="list-style-type: none"> <li>To increase your understanding of the KS3, 4 and media curriculums and standards</li> <li>To familiarise yourself with useful course books related to English/Media i.e. 'Teaching Shakespeare in the Classroom'</li> <li>To ensure that you know the levels of your pupils and are able to advise them verbally and in written form how to make progress</li> <li>To regularly reflect on lessons you have</li> </ol>	<ol style="list-style-type: none"> <li>#####feels better prepared for classes</li> <li>Paul has engaged in wider reading for the teaching of English and Media</li> <li>Pupils of differing abilities are making regular progress</li> <li>Pupils know how to progress and achieve more</li> <li>Paul is able to use his reflection time to plan</li> </ol>	<ul style="list-style-type: none"> <li>'S&amp;C' Tips Top Tips</li> <li>Barry Hymer 'G&amp;T Pocketbook'</li> <li></li> </ul>	September 2013	<p>1<sup>st</sup> review: w/c 30th June</p> <p>2<sup>nd</sup> review: w/c 14<sup>th</sup> July</p>

		taught and adapt/change in order to ensure that pupils are consolidating their knowledge and making progress	better sequences of lessons that aid progress and therefore can discuss how individual pupils are learning			
To address low-level disruption and deal with serious disruption more effectively	7	<ol style="list-style-type: none"> <li>1. To implement BfL strategies for pupils/groups</li> <li>2. To be observed at least twice</li> <li>3. To observe other members of staff with effective BfL strategies and to begin to implement these</li> <li>4. To follow the department and school protocol thoroughly</li> </ol>	<ol style="list-style-type: none"> <li>1. Evidence that ##### has observed at least 2 other Ts with effective strategies in BfL and conflict resolution – TSO (18.6.13 P.3 Y9)</li> <li>2. ##### has been observed teaching difficult groups at least twice</li> <li>3. Number of issues arising from poor BfL and conflicts have reduced</li> <li>4. Evidence on Sims/department books that ##### is following school/department procedures</li> <li>5. ##### feels more confident in dealing with these issues and spends less time in conflict with pupils</li> </ol>	<ul style="list-style-type: none"> <li>• Various books in the school library</li> </ul>	July 2013	<p>1<sup>st</sup> review: w/c 30th June</p> <p>2<sup>nd</sup> review: w/c 14<sup>th</sup> July</p>
To reduce teacher-talk, explain tasks more effectively and allow pupils more opportunities to work in groups/individually		<ol style="list-style-type: none"> <li>1. To implement shared values/expectations</li> <li>2. To ensure that he is seen as the authority in the classroom</li> <li>3. To carefully explain tasks and be prepared to make things more explicit/tangible</li> <li>4. To provide time for pupils to think independently and in groups using strategies like: think, pair, share</li> <li>5. To prepare appropriate resources for all pupils to access the lesson and make progress</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils respect ##### and are willing to adhere to his classroom rules</li> <li>2. Pupils are more confident about completing tasks and attempt tasks independently</li> <li>3. In lessons, there is evidence of a range of activities and strategies that support individual and group work</li> </ol>	<ul style="list-style-type: none"> <li>•</li> </ul>	September 2013	<p>1<sup>st</sup> review: w/c 30th June</p> <p>2<sup>nd</sup> review: w/c 14<sup>th</sup> July</p>

			4. All pupils can access lessons and make good progress			
<b>Meetings – dates and times:</b>						
<p>?</p>						
<b>Additional comments:</b>						
<p>? have already met to discuss T&amp;L matters. ? has observed ? and ? has observed ?. ? has also began working with ? to triangulate his progress. Official review meetings will take place, but as ? and ? discuss regularly and informally, ? is keeping ? abreast of recent developments.</p>						
Signature of teacher:			Date:		Signature of Mentor:	

### 2.3 Help! I'm being observed in 2 days and don't know what to do!

Observations may sound alarming, but you don't have anything to worry about. Quite simply, the observer is a professional who wants to observe how learning is taking place.

Below and in the appendix are some suggestions of things that you could do:



## Appendix

The Five Minute Lesson Plan

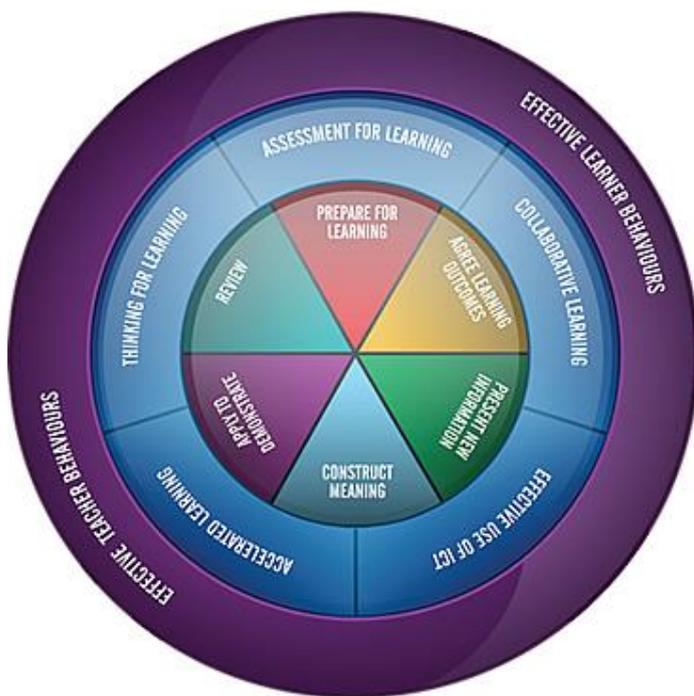
<http://www.tes.co.uk/teaching-resource/The-5-Minute-Lesson-Plan-by-TeacherToolkit-6170564/>

Guidance from Ofsted on moving from 'Good' to 'Outstanding' through questioning. It contains a link to a Dylan William clip: <http://www.fromgoodtooutstanding.com/2012/05/ofsted-2012-questioning-to-promote-learning>

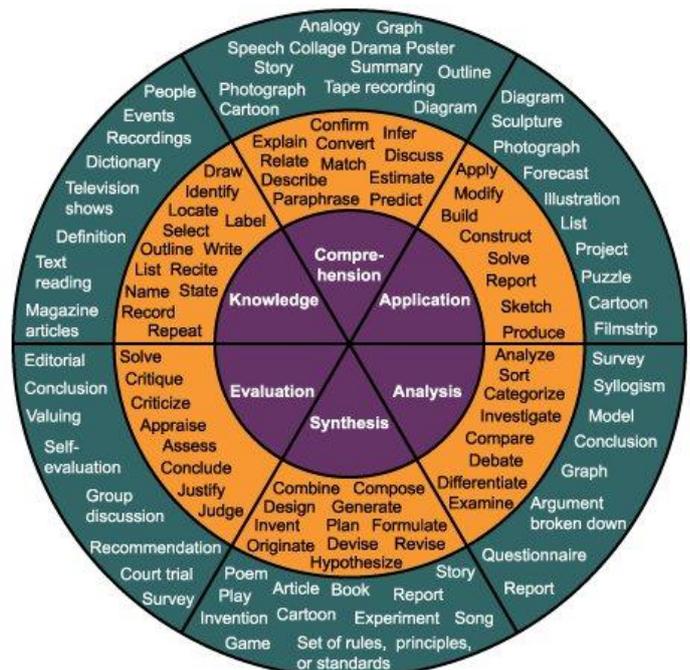
The Accelerated Learning Cycle - this is a great resource for planning your lessons! Also, Ofsted Inspectors love to see the terminology on lesson plans i.e. connect, activate etc.

<http://www.equal-works.com/resources/contentfiles/331.pdf>

Figure below is from TEEP (Teacher Effectiveness Enhancement Programme) website: <http://www.teep.org.uk/>



Use the Bloom's taxonomy wheel (below) to help you think of new activities:



## From Good to Outstanding

### Simple ideas to improve the lesson

- Create thought provoking starter activities – have it ready as soon as they arrive on the desk/whiteboard – get them to start as latecomers arrive.
- Use tiered learning objectives: colour coded to help students realise progression from green to orange to red means difficulty increases.
- Use learning objectives not task based objectives.
  - **define/recall/describe/summarise** (green L/O)
  - **explain/compare/discuss/compose** (orange L/O)
  - **analyse/evaluate/investigate** (red L/O)
- Refer to learning objectives consistently throughout the lesson – not just the beginning and the end.
- Use hinge point questions (questions to test understanding before allowing students to move on to the next learning objective)
- Have mini-whiteboards on the desk most lessons-even if you hadn't planned to use them, you might find them invaluable when you have to re-model a task and think on your feet.
- Make sure your resources are creative and have learning objectives on worksheets so students know where they are in the lesson.
- Avoid getting students to copy out definitions/key information- get them to work for this information themselves.
- Step back from being the expert in the class from time to time and let students show their ability to learn independently (odd one out/choose the correct definition/here's the answer- what was the question?)
- Use different types of activities from lesson to lesson – aim to keep students on their toes each lesson so they do not know what to expect.
- Re-model tasks verbally to help differentiate – you can verbally scaffold tasks for individual students without having to have 8 zillion different worksheets.
- Ensure that you speak to every student in the room at least once during a lesson(say hello, ask them a question, praise them, comment on their work).
- If students simply aren't getting the content of your lesson-don't soldier on in fear of deviating from your lesson plan. Instead re-model and re-shape your learning objectives and lesson.
- Ask probing, open-ended questions – ask them to the students without their hands up- even better- apply a no hands up policy from time to time.
- Be consistent with behaviour rules/discipline with every student in the class
- Ensure you know where the learners are with their progression (AFL- mini-whiteboards- post it notes etc.)
- Always have an extension task or two ready – students should never run out of work to complete
- Ensure that you complete a plenary to find out what students have reached what learning objective.