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# Glendale Primary School

**Class Visits & Monitoring Policy**

The following should be viewed in conjunction with the Quality Assurance & Self Evaluation and the Assessment & Moderation Policies.

We believe that a culture of reflection and planning for improvement is essential, in ensuring that the processes and commitment to self-evaluation has a positive impact for our young people. Self-evaluation and planning for improvement requires the involvement and commitment of all staff. All members of Glendale’s staff have a vital role to play in shaping and implementing the priorities in their own classrooms and across the school.

Observations of learning and teaching during class visits are used to evaluate our practice and ensure we are meeting the needs of our young people. Sharing practice in terms of learning and teaching and effective strategies for quality assurance are important in ensuring our self-evaluation has a lasting impact for our school community. A variety of processes, including monitoring children’s work and teachers’ planning help to provide a broad picture of the quality of our children’s experiences in school.

For these processes to work effectively, respectful but vigorous professional discussion needs to be an everyday part of our working experience.

**SMT Class Visits**

At Glendale, curricular plans and assessment folders are monitored by SMT. Planned programmes and assessment results are discussed with the teaching teams at formal, timetabled feedback sessions each term. Class / support teachers and SMT members raise and discuss issues relating to the pace and nature of programmes, children’s attainment and achievement and next steps in learning and teaching. Children who are experiencing a barrier to learning are identified through this implementation of the Staged Intervention model.

Members of the SMT carry out regular classroom visits, in accordance with LNCT 8, to ensure that the Good Lesson format, Teaching for Effective Learning strategies and formative assessment are in place. During these observations, time is taken to talk to the children about the level of their understanding of their next steps in learning. Written and verbal feedback is given to teachers after these observations.

The HT and DHT monitor jotters across the curriculum to look at breadth, depth and quality of presentation. Jotters also provide some evidence of rigour in literacy and numeracy across learning.

Across subject areas, the HT monitors assessment data for Curriculum for Excellence experiences and outcomes for every child and ensures they are passed to the next teacher at the start of each session. Term 4 evaluations form the basis of hand-on notes for teachers receiving their new class. They outline key starting points and next steps in learning, so that a year’s worth of day-to-day insight helps the next member of staff. In addition, the DHT writes hand-on notes for every child with additional support needs. These summarise referrals, assessment findings, next steps and any practical advice that may be useful. The DHT meets with individual class teachers to talk through these notes to ensure there is the opportunity for staff to ask any questions, including requests for further CPD or coaching in context from colleagues.

**Peer Visits .. skills building & moderation**

Moderation is about ensuring that groups of staff have a secure and shared understanding of the standards children are expected to achieve in their learning across the Curriculum for Excellence. This will require collegiate consideration of expectations:

* within a stage or year group
* in relation to progression between year groups
* within and between levels
* at transitions between establishments, including P7 e-profiling

At Glendale, arrangements are in place to help teachers to gain this understanding. The planning, assessment and evaluation cycle aims to ensure that children’s learning is progressing apace across the curriculum and that our team teaching procedures in maths and language deliver highly differentiated programmes.

Teaching teams meet regularly to plan language programmes for specific groups and to hand over to each other. Assessment of children’s work in language is often completed through collegiate working, leading to a better shared understanding of standards and of the next steps for individual children. This team teaching approach undeniably requires a high level of commitment and mutual respect from staff, but reaps great rewards for children and results in a stimulating professional environment where it is possible to keep learning from each other.

To this end, teaching staff have the opportunity to carry out peer observations. They choose to observe colleagues whom they consider have a particular area of expertise. This promotes an understanding of how the curriculum is delivered in a different stage and is a valuable CPD exercise in moderation. Departmental meetings are an additional forum for sharing good practice, for deepening understanding and for receiving and offering professional support.

Non-teaching PSA staff have the opportunity for training from the DHT in areas agreed at regular meetings and through the PDP process. They too may request to observe teaching colleagues to enhance their understanding of their support role and the strategies that may be useful when working with groups of children.

**Class Visits & Reporting Calendar**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June |
| SMT  observations |  | On-going through the year and across the curriculum as agreed with staff. | | | | | | | | |  |
| PEER Observations |  |  |  | Through terms 2 and 3 | | | | |  |  |  |
| Individual self evaluation |  |  | X |  |  | X |  | X |  |  | X |
| Reporting to parents / carers |  |  | oral | written |  |  |  | oral |  | written |  |
| Sharing Practice |  |  | X |  |  |  | X |  |  | X |  |

**Summary of whole school Monitoring Calendar**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **How well do we do?** | **Frequency** | **AUG** | **SEP** | **OCT** | **NOV** | **DEC** | **JAN** | **FEB** | **MAR** | **APR** | **MAY** | **JUN** |
| **The curriculum** | Annual rolling programme | On-going through the year and across the curriculum as agreed with staff. | | | | | | | | | | |
| **School attainment data** |  |  | **√** |  | **√** |  | **√** |  |  | **√** |  |  |
| **Assessing, planning, monitoring and reporting progress and achievement** | Eight-weekly |  | **√** |  | **√** |  | **√** |  |  | **√** |  |  |
| **Pupil jotters and classwork** | Monthly sample | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |
| **Working in classrooms** | Planned programme of class visits | HT and DHT work in upper school maths lessons and middle school language lessons respectively, throughout the session. PT works in infant maths and language lessons. | | | | | | | | | | |
| **Reports to parents** | By stages |  |  | **√** | **√** |  |  |  | **√** |  | **√** |  |
| **Pupil progress/profiles** |  |  |  |  | **√** |  |  |  |  |  | **√** |  |
| **Monitoring Additional Support & Group Support plans** | Termly | **√** |  |  |  | **√** |  |  | **√** |  |  | **√** |
| **Attendance** | Monthly | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |
| **Behaviour** |  | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |
| **Staff views** | Termly | At staff meetings & departmental meetings. | | | | | | | | | | |
| **Sampling pupils’ views** | Planned programme | Via Pupil Council & whole school assemblies. | | | | | | | | | | |
| **Sampling parents’ views** | Annually |  |  |  |  |  |  | **√** |  |  |  |  |
| **Health & safety checks** | Termly |  | **√** |  | **√** |  |  | **√** |  |  | **√** |  |
| **Progress towards targets in school improvement plan** | Termly |  | **√** |  | **√** |  | **√** | **√** | **√** |  | **√** |  |

**The purpose of all these processes is to enable the gathering of reliable evidence about the quality of our children’s learning experiences and to help shine a light on things we could do better. The combined skills and energy of our staff must continue to help us make changes that have a positive impact on the educational opportunities we offer our children.**