



Parallel Learning Trust



MONITORING QUALITY OF EDUCATION POLICY

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1. Introduction

At Parallel Learning we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip pupils with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help pupils to lead happy and rewarding lives.

2. Aims and Objectives

This teaching and learning policy is intended to promote consistency and high standards and the achievement of the Academy's aims. At Parallel Learning we aim to provide a caring, supportive and stimulating environment with high quality teaching.

3. Monitoring

Monitoring of Teaching and Learning at Parallel Learning Trust is regular and takes place in 3 different ways:

- Learning Walks – All teachers will be visited at least once a term.
- Work Scrutiny – Work from each teacher will be looked at on a termly basis.
- Pupil Progress – 6 times a year (GO4SCHOOLS)

3.1 Learning Walks

- Monitoring of Teaching and Learning is quality assured through a model of paired observation during Learning Walks. The monitoring of quality of teaching also includes a comparison of outcomes so as to give a broader picture of the success of teaching over time.
- Learning Walks have established a system that allows leaders, staff to monitor and capture typicality in Teaching & Learning. These Learning Walks are unannounced providing school leaders with an accurate picture regarding Teaching & Learning.
- Senior Members of Staff will lead on the Learning Walks with an agreed foci. They may be accompanied by other members of staff if this is deemed necessary e.g. for training purposes. Such collaboration also acts as a moderation process as well as professional development for those members of staff involved.
- Learning walks will be conducted by all members of SLT monitoring the teaching and learning within all settings and ensure that it supports pupil's developmental, academic and emotional

needs, within the curriculum. Learning walks focus on specific areas of the teaching, student behaviours and environmental cues that have an impact on the overall progress of all pupils.

- Learning walks monitor the learning that is reflected in the wall displays in individual classrooms around the school.
- Learning walks are not only used to moderate teaching and learning, curriculum coverage, pupil engagement and the environment, but also to identify areas of strength and areas of development within the teaching team.
- Every member of staff is visited once a term or more. A focus is agreed by observers before each learning walk. The focus can change and we can support each other in the process of gathering evidence of impact.

3.2 Work Scrutiny

- At Parallel Learning Trust all of our academies in the trust are involved in work scrutiny. Work Scrutiny takes place every week. Staff across the academy are involved in moderating the quality of marking, pupil feedback and the overall impact the marking has on pupil progress. This provides staff to identify good practice and collaboratively identify strategies and point on improving the quality of marking and impact on progress across the academy.
- Staff are expected to make available all books for monitoring so that a random sample can be chosen. A focused may be agreed each term. Such as: LAC, Boy, Girls, Pupil Premium and so on.
- Teaching over time is judged via work scrutiny. All staff will receive a copy of the work scrutiny feedback through 'Perspective' outlining how judgements were arrived and outlining strengths, areas for development and any actions required.
- Teachers are expected to complete a work scrutiny self-evaluation form prior to their work scrutiny. This will enable them to identify where gaps/issues may be for individuals and across teams and also remind staff of work scrutiny expectations. This is then cross-referenced by the middle leadership team and then the senior leadership team to ensure a through that this is quality assured and that teachers are clear of the expectations around work scrutiny.

3.3 Pupil Progress

- Pupil progress is measured every term through a series of formative and summative assessment opportunities. This data is used to inform pupil progress meetings where pupil progress is monitored and targets for next steps where there are gaps are discussed. This is done alongside work scrutiny meetings. Targets are set by English and Maths tasks for literacy and numeracy. These targets are worked upon during each term and are analysed termly to see if they need changing or adapting for the next term. Targets which are not met within the time frame are revisited and are achieved through targeted bespoke intervention where necessary.
- Pupil progress is reported every term by the class teachers and are based on formative and summative assessments. Learning walks and work scrutiny moderate both assessments and pupil progress. All trust academies take part in 3 internal moderations and 3 external moderations through the academic year, where teacher assessments and quality of marking are monitored.
- Pupils are given targets based on the literacy and numeracy needs of the pupil. These are monitored regularly and changed or updated when it is deemed necessary. Pupil progress is measured through national curriculum bands, on SIS, and Go4Schools (including

Literacy/Numeracy targets). SIS assessment data is used to monitor patterns in pupil's behaviour, measure pupil SEMH progress and inform student support plans.

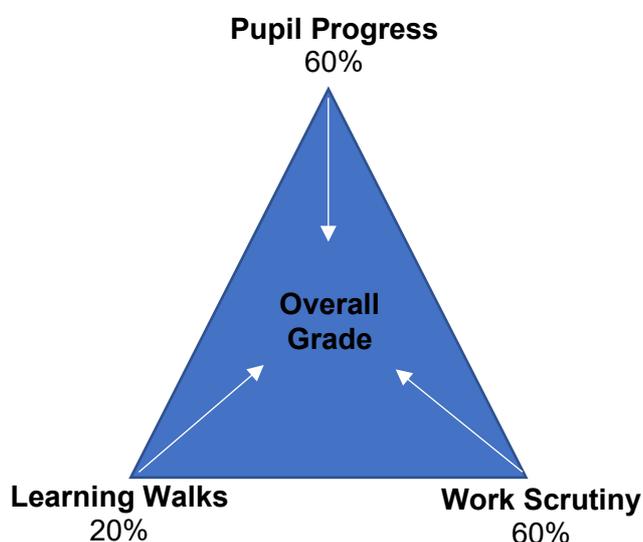
- Pupils are set both ambitious and realistic targets by teachers considering their academic ability, Social, Emotional and Mental Health needs, supporting the pupil to make progress. Strategies are identified through pupil achievement and used to inform school support plans.
- PLT has developed a trust Graded Flight Path (**Please Appenix 1**) that all academies adhere to. It measures clear progress throughout key stages, by using age related, GCSE or Functional skills data. This also strengthens the moderation across the Trust due to all staff using the same flight path. Each grade is divided into 6 subgrades. Please see a sample of the Flight Path and the Level Descriptors.

4. Triangulation Table

After all the data is captured through learning walks, work scrutiny and pupil progress, the data is triangulated to give an overall grade to all staff and an overall grade across the academy.

- At Parallel Learning Trust, staff are graded using evidence from a range of Quality Assurance systems: Learning Walks, Work Scrutiny and Pupil Progress. It is the triangulation of all these QA processes alongside external moderation that will trigger a support intervention programme for all staff and all pupils.

Triangulation Table



- The Triangulation table is a database application for all leaders to improve processes and impact the quality of teaching and learning they provide. Everyone can make better decisions and achieve better outcomes if they have access to clear, detailed, up-to-date information. Stale data from traditional data collections and progress reports simply doesn't provide this: Triangulation table does.
- By tracking staff performance using a wide range of measures such as learning walks, work scrutiny and pupil progress, The triangulation table helps leaders out of measuring progress and plan interventions. Leaders can easily examine progress against all staff by subject, year

group, key stages and overall as academy, to identify who needs support for further development.

- The Triangulation table highlights teachers who have good knowledge of the subject(s) and courses they teach. Leaders can provide effective support for those teaching outside their main areas of expertise or require further development.
- The data produced by the triangulation table informs SLT not only of the progression of teaching and learning across the academy, but of the performance of individual teachers, year groups and subjects. It allows senior leaders to plan and develop a curriculum to meet pupils' needs. It allows senior leaders to have an overview of key areas of teaching and learning as well as to be able to deep dive in all elements of teaching and learning. It provides senior leaders with the opportunity to monitor how work scrutiny, learning walks and pupil progress correlate.
- The Triangulation table identifies areas for development for teaching and learning and informs teachers CPD across the academy. An impact of learning walks and work scrutiny identifies areas of focus of development in their teaching practice. Another impact is that it allows the monitoring of teacher performance across year groups and subjects allowing for detailed scrutiny across the seven areas of teacher's standards.
- Monitoring of teaching and learning will also include, the monitoring of pupils' recorded learning and also planning. It will also include reviewing the learning environment. Although there are numerous elements as to what constitutes an outstanding lesson, the Trust has a particular set of non-negotiables that it looks for. These are reflected in the planning document, those elements that we expect to be planned and delivered e.g. key questions, differentiation, resources, use of additional adults. We expect every lesson to be personalised in a way that caters for every learner across the spectrum of ability.
- Other monitoring aspects of teaching and learning would also include:-
 - Pupil voice by attending pupil parliaments meetings in order to engage with current topics as well as giving learner the platform to be able to express themselves, discuss their experiences of education and contribute to the wider school community.
 - Review of curriculum related documents such as schemes of work, subject specific terminology overviews in order to promote literacy in all subject areas, personal development overviews as well as stipulating how British Values is being developed and incorporated within subject areas

Appendix 1 – The Parell Learning Trust Assessment Flight Path

PLT Points	Age Related	GCSE 1-9	GCSE A*-G	Level 1/2 Awards Certs inc Func skills	NCFE/PRINCES TRUST level 1/2 awards certs and diplomas	BTEC/ CAMBRIDGE NATIONALS	Point scores for progress 5 (except GCSE/IGCSE)	
96		G85+	A**					
95		G85	A**					
94		G90+	A**					
93		G80	A**					
92		G8E+	A**					
91		G8E	A**					
90		G85+	A*			L2DGS+		Level 2 Distinction (Gold)
89		G85	A*			L2DGS		
88		G80+	A*			L2DGD+		
87		G80	A*			L2DGD		
86		G8E+	A*			L2DGE+		
85		G8E	A*			L2DGE Distinction	3.5	
84		G75+	A		L2DGS+	L2DGS+		Level 2 Distinction (Silver)
83		G75	A		L2DGS	L2DGS		
82		G70+	A		L2DGD+	L2DGD+		
81		G70	A		L2DGD	L2DGD		
80		G7E+	A		L2DGE+	L2DGE+		
79		G7E	A		L2DGE DIP GOLD	L2DGE Distinction	7	
78		G65+	B	L2GS+	L2DGS+	L2DGS+		Level 2 (Gold)
77		G65	B	L2GS	L2DGS	L2DGS		
76		G60+	B	L2GD+	L2DGD+	L2DGD+		
75		G60	B	L2GD	L2DGD	L2DGD		
74		G6E+	B	L2GE+	L2DGE+	L2DGE+		
73		G6E	B	L2GE	L2DGE DIP SILVER	L2DGE Merit	5.5	
72	115+	G65+	B	L2SS+	L2CS+	L2PS+		Level 2 (Silver)
71	115	G65	B	L2SS	L2CS	L2PS		
70	110+	G60+	B	L2SD+	L2CD+	L2PGD+		
69	110	G60	B	L2SD	L2CD	L2PGD		
68	11E+	G6E+	C	L2SE+	L2CE+	L2PGE+		
67	11E	G6E	C	L2SE	L2CE CERT	L2PGE Pass Gold	4	
66	105+	G45+	C	L2BS+	L2AS+	L2PSS+		Level 2 (Bronze)
65	105	G45	C	L2BS	L2AS	L2PSS		
64	100+	G40+	C	L2BD+	L2AD+	L2PSD+		
63	100	G40	C	L2BD	L2AD	L2PSD		
62	10E+	G4E+	C	L2BE+	L2AE+	L2PSE+		
61	10E	G4E	C	L2BE	L2AE AWARD	L2PSE Pass Silver	4	
60	95+	G35+	D	L1GS+	L1DS+	L1DS+		Level 1 (Gold)
59	95	G35	D	L1GS	L1DS	L1DS		
58	90+	G30+	D	L1GD+	L1DD+	L1DD+		
57	90	G30	D	L1GD	L1DD	L1DD		
56	9E+	G3E+	D	L1GE+	L1DE+	L1DE+		
55	9E	G3E	E	L1GE	L1DE DIPLOMA	L1DE Distinction	3.25	
54	85+	G25+	E	L1SS+	L1CS+	L1MS+		Level 1 (Silver)
53	85	G25	E	L1SS	L1CS	L1MS		
52	80+	G20+	E	L1SD+	L1CD+	L1MD+		
51	80	G20	E	L1SD	L1CD	L1MD		
50	8E+	G2E+	F	L1SE+	L1CE+	L1ME+		
49	8E	G2E	F	L1SE	L1CE CERT	L1ME Merit	2.5	
48	75+	G15+	F	L1BS+	L1AS+	L1PS+		Level 1 (Bronze)
47	75	G15	F	L1BS	L1AS	L1PS		
46	70+	G10+	G	L1BD+	L1AD+	L1PD+		
45	70	G10	G	L1BD	L1AD	L1PD		
44	7E+	G1E+	G	L1BE+	L1AE+	L1PE+		
43	7E	G1E	G	L1BE	L1AE AWARD	L1PE Pass	1.75	
42	65+	65+		EL3GS+				Entry Level 3
41	65	65		EL3GS				
40	60+	60+		EL3GD+				
39	60	60		EL3GD				
38	6E+	6E+		EL3GE+				
37	6E	6E		EL3GE				
36	55+	55+		EL3SS+				
35	55	55		EL3SS				
34	50+	50+		EL3SD+				
33	50	50		EL3SD				
32	5E+	5E+		EL3SE+				
31	5E	5E		EL3SE Entry level 3				
30	45+	45+		EL2GS+				Entry Level 2
29	45	45		EL2GS				
28	40+	40+		EL2GD+				
27	40	40		EL2GD				
26	4E+	4E+		EL2GE+				
25	4E	4E		EL2GE				
24	35+	35+		EL2SS+				
23	35	35		EL2SS				
22	30+	30+		EL2SD+				
21	30	30		EL2SD				
20	3E+	3E+		EL2SE+				
19	3E	3E		EL2SE Entry level 2				
18	25+	25+		EL1GS+				Entry Level 1
17	25	25		EL1GS				
16	20+	20+		EL1GD+				
15	20	20		EL1GD				
14	2E+	2E+		EL1GE+				
13	2E	2E		EL1GE				
12	15+	15+		EL1SS+				
11	15	15		EL1SS				
10	10+	10+		EL1SD+				
9	10	10		EL1SD				
8	1E+	1E+		EL1SE+				
7	1E	1E		EL1SE Entry level 1				
6	RS+	RS+						Reception
5	RS	RS						
4	RD+	RD+						
3	RD	RD						
2	RE+	RE+						
1	RE	RE						