



**Sutton House
Academy**

Quality of Education

Monitoring of Teaching and Learning at Sutton House Academy is regular and takes place in 3 different ways:

- Learning Walks – minimum once a week (unannounced)
- Work Scrutinise – Once a week (clearly marked in the school calendar, and a rotation rota shared with all staff)
- Pupil Progress – 6 times a year (GO4SCHOOL)

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. Teaching over time is judged via work scrutinise.

At Sutton House Academy staff are involved in weekly learning walks and workbook scrutiny. Pupil progress is measured every half term through a series of formative and summative assessment opportunities. This data is used to inform pupil progress meetings where pupil targets are set for each subject. Targets are set within curriculum topic areas and differentiated tasks are planned to support pupils make expected progress. Targets that are not met within the time frame are revisited and are achieved through targeted bespoke intervention.

Learning Walks

Learning Walks have established a system that allows leaders, staff to monitor and capture typicality in T&L. These Learning Walks are unannounced providing school leaders with a very accurate picture of typicality regarding T&L.

SLT leads on the learning walk and are conducted minimum once a week. They are accompanied by members of staff/student who volunteer to take part in this process. Such collaboration acts as a moderation process as well as professional development for those members of staff involved.

Weekly learning walks conducted by all members of SLT monitor the teaching and learning within all setting 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 and the corridors around the school. Through regular home school communication, updates on twitter and the letter sent to introduce each term topic the class teacher provides parents and carers with information to help them engage in their children's learning.

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 week or more. A focused is agree each learning walk. The focus can change and we can support each other in the process of gathering evidence of impact.

Book Scrutiny

Book 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.

As a result of the scrutinise staff now involve pupils in the marking process and ask them to feedback on their understanding of the task and participation. Pupils are now more confident in recognising their achievement and level of understanding as well informing staff if they don't feel confident in a task and require further help.

Staff are expected to make available all books for monitoring so that a random sample can be chosen. A focused is agreed each week. Such as: LAC, Boy, Girls, Pupil Premium and so on.

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.

Pupil Progress

Pupil progress is reported every half term by the class teachers and are based on formative and summative assessments and monitored through subject specific subjects' grids. Learning walks and books scrutinise 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 were monitored.

Students are given termly targets based on the terms curriculum and identified areas of development for the pupil. Pupil progress is measured through national curriculum bands and on SIS, Boxall and pupils personalised targets. SIS assessments data is used to monitor patterns in pupil's behaviour, measure pupil SEMH progress and inform student support plans.

Students are set both ambitious and realistic targets by teachers considering their academic ability, Social, Emotional and Mental Health needs, supporting the pupil make progress. Strategies are identified through pupil achievement and used to inform school support plans.

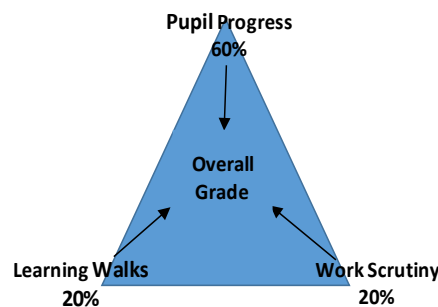
PLT has developed a trust Graded Flight Path that all academies adhere to it. It measures clear progress throughout key stages, by using age related, GCSE or Functional skill. This also these strengthens the moderation as it's a very robust system to measure progress. Also, each grade of the flight path as level descriptors to support teachers' assessments. Please see a sample of the Flight Path and the Level Descriptors.

Triangulation Table

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

At Sutton House Academy, staff are graded using evidence from a range of Quality Assurance systems: Learning Walks, Work Scrutiny and Student's Progress. It is the triangulation of all these QA processes alongside external moderation that will trigger a Personalised Support Programme for all staff, year group, subject and key stages (KS4, KS3, KS2, and KS1).

Triangulation Table



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 walk, work scrutiny and pupil progress, 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 that have good knowledge of the subject(s) and courses they teach. It provides leaders to put 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 our 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 scrutinise, 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 scrutinise identifies where staff are required to work on 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 scrutinise across the seven areas of teacher's standards.

Monitoring of teaching and learning will also include, as shown in the circular diagram above, 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.