MONITORING QUALITY OF EDUCATION POLICY

Approved by:	Executive TL Lead	**Date:** 04/09/2022
Last reviewed on:	04/09/2022	
Next review due by:	September 2023	

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

3.1 Learning Walks

- Monitoring of Teaching and Learning is quality assured through a model of paired observation during weekly 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 T&L. These Learning Walks are unannounced providing school leaders with a very accurate picture regarding T&L.

- SLT leads on the learning walk and are conducted a minimum twice a week. They are accompanied by members of staff. 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 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 week or more. A focus is agreed 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 is agreed each week. 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.

3.3 Pupil Progress

- 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 achieving expected progress. Targets which are not met within the time frame are revisited and are achieved through targeted bespoke intervention.

- Pupil progress is reported every half 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 termly targets based on the terms curriculum and identified areas of development for the pupil. Pupil progress is measured through national curriculum bands, on SIS, and Go4Schools (pupils personalized/subject 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 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 with clear level descriptors.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 across 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. (KS4, KS3, KS2, and KS1).

Triangulation Table

Pupil Progress
60%

Overall Grade

Learning Walks
20%

Work Scrutiny
20%
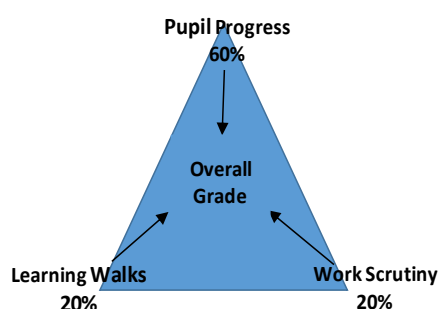
- Triangulation table is a database application for all leaders to improve processes and impact the quality of teaching and learning they provide. Everyone can make better decisions and achieve better outcomes if they have access to clear, detailed, up-to-date information. Stale data from traditional 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, 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, 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.