



Teaching, Learning and Monitoring Policy

Version	Date	Actions taken	Person responsible
1	1.9.15	Policy updated	Darren Coult
2	21.9.18	Policy updated	C Stubbs / J Neal
3	17.9.21	Policy Updated	C Stubbs / J Neal

Teaching and Learning Policy

Introduction

At the Queens' Federation, our central goal is to foster 'Learning for Life'. By providing pupils with rich and rewarding learning experiences, we aim to inspire a lifelong love of learning and equip them with the key knowledge, understanding, skills and personal qualities they will need to thrive in a rapidly changing world. We will support our pupils to become successful and independent learners throughout their lives by inspiring, challenging, supporting and engaging all learners through the widest possible range of learning opportunities.

This policy outlines our approach to teaching, learning and monitoring across the school. The policy provides an agreed set of standards, ensures consistency of practice in teaching, learning, assessment and provision of learning environment and supports equal opportunities for all learners. The principle of inclusive learning and equality of opportunity are embraced and learning is promoted for each individual learner regardless of their prior experience, ability, gender age, ethnicity or any other circumstance.

Aims

Learning is the purpose of the whole Federation and is a shared commitment. At the Queens' Federation, we recognise that education involves pupils, parents, staff, governors, the community and the local authority and that for optimum benefit, all should work closely together to support the process of learning. Working in partnership, we aim to enable pupils to:

- achieve the highest attainment and best possible progress that they can,
- be successful and confident learners who demonstrate the Federation values and the '7 Habits' in their learning and behaviour,
- make the right choices for their safety and learning,
- be responsible, caring citizens who make a positive contribution to their community,
- understand and appreciate their own and different beliefs, ideas, values and opinions,
- demonstrate respect for themselves, each other and the world around them,
- develop a 'lifelong love of learning.'

We ensure the best possible atmosphere of learning by building a school community where pupils feel safe and feel they belong. Our classrooms cultivate an environment where children enjoy learning and being challenged, where they know they can succeed but where they also feel comfortable learning from their mistakes.

QUALITY FIRST TEACHING

Effective Teaching and Learning

At the Queens' Federation we believe our children will learn most effectively when they have access to a rich, meaningful and systematically planned curriculum that meets their diverse needs, academically, socially and culturally. We are committed to following the programmes of study as required by the National Curriculum 2014 and have developed a curriculum where children gain knowledge and revisit this knowledge over time so that it is firmly embedded. We make links across the curriculum where relevant - some subjects are taught through a topic and some are covered as discrete subjects. Staff meetings and professional development days are used to discuss various aspects of the curriculum and ensure consistency of approach and standards. These are also used to ensure that the curriculum is fit for purpose.

Planning is based on assessment for learning information, pupil need and subject expectation. Curriculum time can be planned as continuous study throughout a half term or term or as blocks of study. At the Queens' Federation, we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum.

All learners learn in different ways. We must therefore teach in varied and sensitive ways so as to address the differing needs of all our learners. We also recognise that key aspects of high quality teaching are effective for supporting all kinds of learners and so aim to capitalise on these in all our lessons. Effective lessons should include:

- Connections to previous learning (usually made at the beginning of a lesson). This may also include connections from learning in previous year groups and learning between subjects.
- New learning presented in small steps, with appropriate periods of pupil practice after each step
- High expectations from all adults that promote an ethos of self-belief in all pupils
- Use of skilled open questioning to promote thinking and assess learning of all pupils (with follow up action as necessary to secure learning)
- Opportunities for pupils to ask good questions
- Time for pupils to rehearse and reflect on answers to questions and solutions to problems / time for pupils to collaborate and teach others through a range of opportunities / time for pupils to demonstrate their knowledge, skills and understanding
- Time for pupils to take engage in a range of differing learning styles and for pupils to work independently, in pairs or in groups (with or without adult support)
- Use of scaffolding to allow pupils to be as independent as possible
- Appropriate pace to support engagement of all learners
- Modelling of knowledge and skills by adults for all learning and where necessary, for consolidation of new learning
- Regular reference to working walls to guide and support learning
- Explicit teaching of new vocabulary
- Pupil review of own learning as well as reviewing and discussing that of others. Time given for pupils to 'show what they know,' to think about what helped / hindered their progress and what they could do differently next time to improve.

The key expectations are:

- Daily review
- Small steps when introducing new learning
- Questioning
- Modelling
- Guided pupil practice
- Understanding is checked
- Independent pupil practice
- Scaffolding – support and challenge
- Regular review

Pupils with additional or special educational needs receive additional support by their class teacher through quality first teaching, a teaching assistant or from our home school family worker. Support will also be provided by the school SENDCo and from external support agencies aa and when necessary.

Further teaching and planning guidelines can be found in Appendix A.

The Learning Environment

An organised and stimulating learning environment sets the climate for learning. It encourages pupils to feel a sense of ownership and pride that leads to high-quality learning and the development and use of successful learning habits. Our learning environment should:

- Support all pupils with their learning across areas of the curriculum
- Be well-organised and enable pupils to access resources independently
- Be purposeful and reflect current learning

Classrooms are organised to support different styles of learning. Opportunities will be made for whole class teaching, group work, one to one teaching, collaborative learning in pairs or groups and independent learning.

Classroom and school displays help us create an exciting, stimulating and high quality learning environment that celebrates the achievements of all and reflects the rich and varied experiences of current learning. Display both reflects and influences the ethos of the individual classrooms and the school as a whole.

A Federation Learning Environment Checklist can be found in Appendix B.

ASSESSMENT PROCEDURES

Assessment is integral to high quality teaching and learning and lies at the heart of the process of promoting pupil's learning. It helps us ensure that teaching is appropriate and that learners are making at least expected levels of progress. It also helps us to strengthen learning across the curriculum and ensure that learning is personalised to enable all pupils to make progress in each lesson.

At the Queens' Federation, assessment is part of all teaching strategies, to help identify areas for development and track progress of learners. It helps us to strengthen learning across the curriculum and helps teachers enhance their skills and judgements so that all learning is personalised to enable all pupils to

Assessment for Learning

In order to make assessment an effective part of day-to-day teaching and learning, teachers employ a wide range of assessment for learning strategies and techniques. Strategies and techniques include:

- Sharing learning objectives and success criteria with children, and reviewing them afterwards to evaluate the learning
- Questioning strategies – allowing thinking time and using talk partners, targeting questions or using 'no hands up' approaches
- Observation – of both teacher-directed and child-initiated activities, seeing how well the children apply their knowledge and skills in unfamiliar contexts
- Use of the plenary – reviewing objectives and success criteria and encouraging self- and peer-assessment, using mini-plenaries during a lesson to refocus and extend the learning
- Feedback and Marking – feedback for success and improvement, balancing written and oral feedback for individuals and / or the whole class
- Self-Assessment – focusing on what has been learnt and success against objectives and success criteria, involving children in identifying their next steps
- Peer Assessment – including response partners and peer marking, identifying areas of strength and areas for improvement

If by the end of a lesson, it is clear a pupil has not met the learning objective than additional teaching / intervention should be put in place before the end of the day or at the next available opportunity and planning can be adapted for the next lesson.

These strategies all help to provide insights into pupils' current understanding and their misconceptions, and allow the teacher to tailor the teaching more effectively to the needs of the class and of specific groups and individuals within it. They make the steps of the learning journey explicit to the children and involve them directly in the assessment process. We consider pupils developing their ability to assess their own work and plan for improvement to be a vital aspect of becoming a successful and lifelong learner.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage through the use of SATS and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2. Year 4 complete the Times Table Check in the summer term. Optional tests are also taken in Year 3, 4 and 5. Baseline assessment is used in Reception within six weeks of starting school and Foundation Stage profiles are completed at the end of the Early Years Foundation Stage.

Feedback and Marking

Feedback and marking is a fundamental part of the process of teaching and learning in school and is an important part of the assessment process. Effective feedback and marking should inform the child and teacher of what needs to happen next and of future learning needs. Feedback should be specific, accurate and clear. Our feedback will empower children to take responsibility for improving their own work, rather than providing the correct answers for them.

Inclusion and Differentiation

At the Queens' Federation, we value each child as a unique individual. We strive to cater for the needs and interests of all our children, and to ensure that we are truly inclusive in the teaching and learning opportunities we offer. We strive to ensure that lessons planned are appropriate to the children we teach. We differentiate our teaching in order to make each lesson as accessible as possible to every child.

Differentiation may be by the task set, the level of challenge identified or the support provided (either from adults, peers or other resources). It may involve making learning opportunities open-ended, or breaking a task into shorter, more structured steps of progress.

When planning for learning across the curriculum, teachers will modify activities and approaches as appropriate in order to fully include children with any disabilities. In planning for children with special educational needs, we use targets and approaches contained in their SEND Pupil Support Plans (SPSPs).

In a school with children from such a wealth of different ethnic and language backgrounds, we aim to celebrate diversity and foster respect throughout all our teaching and learning. We ensure that we have high expectations for bilingual learners and those new to English. We provide visual and peer support and structure tasks carefully to include them as fully as possible within lesson.

Integrated into our curriculum are 'The Seven Habits of Effective People.' These highly effective habits enable our children to develop the leadership and life skills needed to contribute positively to the world at large. At the Queens' Federation, we believe that everyone can be a leader!

MONITORING AND EVALUATING

Monitoring

Monitoring is the means by which we gather information. We do this systematically across a range of activities within the Federation and this evidence contributes towards evaluating the impact of teaching and learning.

Effective monitoring should:

- Promote high quality teaching and learning throughout the Federation
- Ensure high quality planning and delivery of the curriculum
- Identify strengths and needs for professional development
- Offer an opportunity to celebrate progress and success
- Provide information to support self-evaluation
- Ensure consistency throughout the Federation
- Ensure that every pupil is making good progress and is appropriately challenged and supported to reach their full potential

Evaluation

Evaluation is the judgement on the effectiveness of actions taken, based on the impact on the quality of pupil's learning. Monitoring and evaluation is a carefully planned process that involves a range of stakeholders over the course of an academic year. This ensures that the Federation's performance is systematically and regularly reviewed as part of an annual cycle.

Our lesson observation protocol can be found in Appendix C.

ROLES AND RESPONSIBILITIES

The Executive Headteacher has ultimate responsibility for ensuring high standards of teaching and learning across the Federation and that monitoring and evaluation exercises are rigorous and thorough.

The Deputy Headteachers are responsible for ensuring teaching and learning across the school is consistently effective and that all pupils are making good progress. They do this by:

- carrying out a range of monitoring activities e.g. drop-ins, work and book scrutiny, data analysis and providing constructive feedback on the quality of teaching and learning
- monitoring the standard and quality of work produced across the school by different groups of learners (e.g. boys / girls, PP, SEND, EAL)
- interviewing pupils to assess their understanding of and engagement in their own learning
- ensuring Federation guidelines are being followed consistently with regard to planning, assessment, inclusion, pupil care and the learning environment
- coordinating and leading professional development opportunities across the school so that staff continually share best practice and develop their skills
- supporting phase and curriculum Leaders in their roles
- reporting regularly to the Executive Headteacher and the Governing Body

Phase Leaders are responsible for encouraging, monitoring and developing high standards of teaching and learning in their phases. They do this by:

- implementing school performance management procedures, including the monitoring of teaching
- monitoring the quality of work being produced by children in their phase
- holding regular phase meetings to share ideas, encourage collaborative working and ensure consistency of practice
- being involved in drop-ins and learning walks

Curriculum Subject Leaders are responsible for monitoring and reviewing teaching and learning in their subject across the school. They do this by:

- reviewing curriculum planning regularly to ensure it continues to be broad, balanced, progressive and reflects best practice
- monitoring the quality of teaching and learning through a range of monitoring activities e.g. drop-ins, work and book scrutiny and discussion with pupils and colleagues
- using staff meeting time to champion and develop teaching and learning in their subject
- review resourcing for their subject and keep abreast with new resources
- being involved in drop-ins and learning walks

Class Teachers are responsible for ensuring that high quality teaching and learning consistently takes place in their classroom. They do this by:

- using a range of teaching approaches to meet the diverse needs of learners
- employing 'assessment for learning' strategies to support children in identifying and making the next steps in their learning
- differentiating teaching and learning activities to include children of all abilities and backgrounds
- fostering positive learning behaviours in pupils
- planning lessons thoroughly according to school planning guidelines
- ensuring their classroom is a positive and stimulating learning environment
- effectively deploying other adults, including TAs to maximise teaching and learning for all children
- collaborating with colleagues to share ideas and spread good practice.

School Governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- support appropriate teaching strategies by allocating resources effectively
- ensure that the school premises are used optimally to support teaching and learning
- check teaching methods in the light of health and safety regulations

- seek to ensure that both our staff development and performance management procedures promote good quality teaching
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include data analysis and reports from subject leaders and senior staff

Parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- explaining to parents how they can support their children with home learning, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work
- holding regular parent consultations with teachers to discuss progress
- having parent open afternoons when parents can view their child's work before the parent consultation with the teacher
- sending reports in which we explain the progress made by each child and indicate how the child can improve further
- holding special events to explain particular aspects of teaching and learning (e.g. approaches to teaching mathematics)
- sending home termly curriculum sheets, outlining the learning to take place and suggesting ways in which this could be supported and built on at home.

We also believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents to:

- ensure that their child has the best attendance record possible
- do their best to keep their child healthy and fit to attend school
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour
- promote a positive attitude towards school and learning

Monitoring and Review

We are aware of the need to review the school's teaching, learning and monitoring policy regularly so that we can take account of new initiatives and research into effective pedagogy. We will therefore review this policy regularly.

September 2021

Appendix A: Effective Teaching and Planning Guidelines: KS1 and KS2

These effective teaching and planning guidelines support consistency of approach and expectations across the Federation.

Effective Teaching

- Staff should have sound subject knowledge and high expectations of all learners
- Lessons should be well planned, well organised and meet the needs of all pupils
- Pupil contributions are encouraged, expected and extended
- Lessons are well paced and driven by the need for pupils to make progress and succeed
- Teaching and learning is informed by assessment outcomes

Effective Planning

Planning should include:

Weekly Timetable

- Headed by the correct class, term and date
- Timetable should include subject being taught and lesson number e.g. English 1 / Art 3 to correspond to the relevant English / Mathematics weekly plan and Foundation Subject medium term plan

Weekly English Plan

- Use the Federation weekly english planning proforma, headed by the correct year group, term, week and date
- Clearly state the intended outcomes and daily learning objectives
- Describe the teaching input, including key teaching points, questions, key vocabulary to be taught, group and independent tasks, support and challenge opportunities
- Assessment for Learning opportunities e.g. mini plenaries, peer and self-evaluation, plenary sessions
- Explain the role of other adults during each lesson

Weekly Mathematics Plan

- Use the Federation weekly mathematics planning proforma, headed by the correct year group, term, week and date
- Clearly state the intended outcomes (NC objectives) and daily learning objectives
- Describe the teaching input, including key teaching points, questions, key vocabulary to be taught, group and independent tasks, step forward and step back activities
- Assessment for Learning opportunities e.g. mini plenaries, peer and self-evaluation, plenary sessions
- Explain the role of other adults during each lesson
- List the resources used during the week

Weekly Guided Reading Plan

- Use the Federation weekly whole class guided reading planning proforma
- Use the VIPERS skills to support planning process

Planning in other Curriculum Areas

- Use the Federation weekly foundation subject / science planning proforma, headed by the correct year group, term, subject and unit title
- List the subject skills to be covered across the unit of work (taken from the Subject Skills grid), the expected outcomes for the unit of work (taken from the unit overviews)
- Clearly state the lesson objective
- Describe the teaching input, including key teaching points, questions, key vocabulary to be taught, group and independent tasks, support and challenge opportunities
- List the resources used in each lesson

Appendix B: Classroom Environment Checklist

In order to give continuity to our learning environments, please use the following key prompts when designing your classroom for the coming year. Please ask your phase leader if you need anything clarifying.

	Early Years	Key Stage 1	Middle Years	Later Years
Organisation	<ul style="list-style-type: none"> Resources well organised and clearly labelled if necessary Areas of learning clearly evident Reading corner with books / reading materials attractively displayed Role-Play Area Trays for letters to go home Clear system for organising water bottles and lunch boxes Self-register evident 	<ul style="list-style-type: none"> Children's trays labelled - optional Resources well organised and clearly labelled Clear system for organising children's books and work Reading books / materials attractively displayed / attractive reading area e.g. celebrating chosen author Trays for letters to go home Clear system for organising water bottles and book bags 	<ul style="list-style-type: none"> Children's trays labelled - optional Resources well organised and clearly labelled Clear system for organising children's books and work Reading books / materials attractively displayed / attractive reading area e.g. celebrating chosen author Trays for letters to go home Clear system for organising water bottles and book bags 	<ul style="list-style-type: none"> Children's trays labelled - optional Resources well organised and clearly labelled Clear system for organising children's books and work Reading books / materials attractively displayed / attractive reading area e.g. celebrating chosen author Trays for letters to go home Clear system for organising water bottles and book bags
Displays	<ul style="list-style-type: none"> Phonics and alphabet displays Number line with numerals / quantities / words Age appropriate maths resources displayed High frequency words (Reception) Displays reflecting current topics, which document children's learning Display space for children's work (including examples of mark making) Use of surfaces for interactive displays '7 Habits' class tree and habits displayed 	<ul style="list-style-type: none"> English working wall / phonics and alphabet display / key vocabulary KS1 writing targets OR Non-Negotiables displayed (QEm) Mathematics working wall – age appropriate maths resources displayed Number line (with numerals / quantities and word numbers) Display space for children's work, reflecting current learning High quality writing displayed New science and topic vocabulary displayed Use of surfaces for interactive displays '7 Habits' class tree and habits displayed 	<ul style="list-style-type: none"> English working wall – may include phonics / alphabet / SPAG / key vocabulary Non-Negotiables displayed (QEm) Mathematics working wall – age appropriate maths resources displayed Display space for children's work, reflecting current learning High quality writing displayed New science and topic vocabulary displayed Use of surfaces for interactive displays '7 Habits' class tree and habits displayed 	<ul style="list-style-type: none"> English working wall – may include phonics / alphabet / SPAG / key vocabulary Non-Negotiables displayed (QEm) Mathematics working wall – age appropriate maths resources displayed Display space for children's work, reflecting current learning High quality writing displayed New science and topic vocabulary displayed Use of surfaces for interactive displays '7 Habits' class tree and habits displayed
Behaviour	<ul style="list-style-type: none"> Visible positive behaviour management system 	<ul style="list-style-type: none"> Visible positive behaviour management system Sunshine and stars display House points system Yearly 'Learning Behaviour / 7 Habits' display - added to over the year to show when children receive certificates 	<ul style="list-style-type: none"> Visible positive behaviour management system House points system Yearly 'Learning Behaviour / 7 Habits' display - added to over the year to show when children receive certificates 	<ul style="list-style-type: none"> Visible positive behaviour management system House points system Yearly 'Learning Behaviour / 7 Habits' display - added to over the year to show when children receive certificates
Cloakrooms	<ul style="list-style-type: none"> Cloakroom pegs named Cloakroom displays (where used) are of good quality <ul style="list-style-type: none"> -photographs of tidy cloakrooms -photographs of children arriving / leaving + thought bubbles – e.g. prompts to remember letters, book bags Cloakrooms tidy and organised 	<ul style="list-style-type: none"> Cloakroom pegs named Cloakroom displays (where used) are of good quality <ul style="list-style-type: none"> -photographs of tidy cloakrooms -photographs of children arriving / leaving + thought bubbles – e.g. prompts to remember letters, book bags Cloakrooms tidy and organised 	<ul style="list-style-type: none"> Cloakroom pegs / lockers named Cloakroom displays (where used) are of good quality <ul style="list-style-type: none"> -photographs of tidy cloakrooms -photographs of children arriving / leaving + thought bubbles – e.g. prompts to remember letters, book bags Cloakrooms tidy and organised 	<ul style="list-style-type: none"> Cloakroom pegs / lockers named Cloakroom displays (where used) are of good quality <ul style="list-style-type: none"> -photographs of tidy cloakrooms -photographs of children arriving / leaving + thought bubbles – e.g. prompts to remember letters, book bags Cloakrooms tidy and organised
Corridors	<ul style="list-style-type: none"> Corridors tidy / clutter free Corridor display boards celebrate learning / changed termly Work mounted / named in line with display expectations 	<ul style="list-style-type: none"> Corridors tidy / clutter free Corridor display boards celebrate learning / changed termly Work mounted / named in line with display expectations 	<ul style="list-style-type: none"> Corridors tidy / clutter free Corridor display boards celebrate learning / changed termly Work mounted / named in line with display expectations 	<ul style="list-style-type: none"> Corridors tidy / clutter free Corridor display boards celebrate learning / changed termly Work mounted / named in line with display expectations

Appendix C: Lesson Observation Protocol

Introduction

At the Queens' Federation we believe that observation of classroom practice and other responsibilities is important, both as a way of assessing individual performance and of gaining useful information that can inform school improvement more generally. We are committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy
- seek to reach agreement in advance on classroom observation to be carried out
- evaluate objectively
- report accurately and fairly
- respect the confidentiality of information gained

Planning and Preparing for Observations

In accordance with these principles, the Executive Headteacher and the Deputy Headteacher's will:

- consult staff on the pattern of observation which teachers can expect annually and seek agreement with the teachers and their union representatives on these arrangements
- arrange, as far as possible, for all observations to take place at a time agreed between the teacher and the observer and ensure that those being observed for all purposes will be notified at least five working days in advance
- ensure the purpose of the observation is made clear before they occur
- ensure staff know the duration and who will be carrying out the observation
- ensure that there is a reasonable amount of time between observations in order to provide time for development to be achieved
- ensure that observation will be undertaken solely by persons with qualified teacher status (QTS) and the appropriate training and professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues
- ensure that as far as possible, the results of observations are used for multiple purposes, in order to avoid any unnecessary observations

Visits to classrooms by the Executive Headteacher or Deputy Headteachers in order to carry out a support plan with a teacher or talk to pupils are separate from this classroom observation protocol.

Conducting observations

- There will be a limit of three observations for all purposes per year. The total time occupied by all observations will not exceed three hours per year and the focus and timing will be agreed beforehand.
- Where there have been concerns regarding the performance of an individual teacher, additional classroom observation may form part of a teacher's support plan. In such cases, the purpose and timing of observations will be agreed as part of the support plan.
- Neither pupils nor governors will undertake observations (although governors may, by specific agreement with the teacher concerned, visit a lesson to familiarise themselves with their link area).
- Before any performance management / appraisal observation is conducted, there will be an opportunity for the reviewer and reviewee to meet in order to discuss the context of the lesson to be observed.

Feedback and Records

- Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment. Time for preparation and feedback from classroom observation will be made available, in addition to PPA time.

- Written feedback will be provided within five working days of the observation. If issues emerged that were not part of the focus of the observation as recorded in the planning and review statement, these should also be covered in the written feedback and the appropriate action discussed with the teacher.
- The written feedback will include the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback and teacher's comments will be kept. The reviewer will be given sufficient time within the school day to put in written form the conclusions agreed with the reviewee on the outcomes of the classroom observation.
- Teachers will have access to all written accounts of the observation after their lessons and, if they request, copies will be provided. The feedback will be treated as confidential for access by the teacher, the reviewer and the Executive Headteacher.

Learning Walks and Drop-Ins

- Learning Walks and other short visits to classes such as drop-ins will be carried out in accordance to this protocol. Drop-ins are not intended to take the place of lesson observation.
- Learning walks may take place in order to collect evidence about teaching and learning, evidence of progress and areas for school development. They are intended to be developmental and constructive rather than judgemental and are a whole school improvement activity. Results of information gained during learning walks and drop-ins are not intended to form part of either appraisal or capability procedures.
- A programme of learning walks will be agreed with the teachers so that they know the date, time and focus of the learning walk and who will be conducting it, so that they can organise their classes accordingly. Learning walks will be avoided at times when the whole staff is under additional pressure, for example during parent consultation week.
- The purpose or focus of a learning walk will be explained to all relevant staff prior to its commencement. The purpose or focus will not relate to the performance of an individual teacher.
- Learning walks will be conducted with minimum disruption to teachers and pupils and will be undertaken in a supportive, courteous and professional manner. A maximum of two colleagues will be involved in such visits in any classroom at a time.
- Pupils will not be asked for their views of an individual teacher during learning walks.
- Teachers whose classes are visited will be given the opportunity to see any written records which have been made during the learning walk.

Classroom Observations and Formal Capability Procedures

For teachers on a formal capability procedure, an important part of the support offered to the teacher will be a clearly defined amount of classroom observation with structured oral and written feedback. The amount of classroom observation will be discussed with the teacher and their union representative who is supporting and advising them in the formal process.

