



# **IRLAM & CADISHEAD COLLEGE**

## **QTLA Policy**

**2018-2019**



## Vision:

Irlam & Cadishead College is committed to the highest quality of Teaching, Learning and assessment across a broad and varied curriculum. Our priority is to secure enjoyment and engagement, ensuring that our students exceed expected progress.

We can do this by establishing a culture of reflective, confident teachers who work with each other, and students, to provide the best learning opportunities.

## Aims:

- To ensure that Teaching, Learning and Assessment across the school is consistently Good or better; To ensure that all students experience appropriately challenging and effective lessons;
- To ensure that marking across the school is effective, informs progress and encourages students to respond in order for them to be a part of a dialogue of learning;
- To ensure that data is utilised effectively in order for staff to meet needs of individual students;
- To work with any other stakeholders to maximise the opportunities for enriching learning, both inside and outside of the classroom;
- To ensure that the assessment of students' work is purposeful and meaningful for them, informing progress and helping them to improve;
- To ensure that, where appropriate, marking and assessment develops students' Literacy and Numeracy skills;
- To ensure that all student work is checked for completion, Literacy and accuracy.
- To create an environment and ethos which promotes aspiration and high standards; and
- To foster a culture of collaboration and innovation among staff.

## To achieve these aims we will:

- Ensure that Teaching, Learning and Assessment is paramount within all school improvement plans;
- Invest in teachers' professional development and share best practice;
- Ensure that tracking and monitoring systems enable staff to make appropriate judgements and plan targeted intervention;
- Ensure that teachers have the most effective resources to challenge, engage and stimulate students;
- Monitor Teaching, Learning and Assessment on a whole-school level in adherence to quality assurance procedures, performance management and teaching standards - including, although not exclusive to, Book Looks, Learning Looks, lesson observations and student voice;
- Hold Middle Leaders accountable for progress and attainment through their facilitation of Teaching, Learning and Assessment in their departments;
- Ensure that there is an on-going monitoring of Teaching, Learning and Assessment and appropriate intervention for all groups of learners;
- Establish and maintain appropriate data collection, reporting and analysis procedures that facilitate improvement on a whole-school and individual student basis;
- Use data effectively to monitor progress across all Curriculum areas and ensure that there are systems of appropriate intervention to celebrate achievement and to support any underperforming students;
- Gather the views of other stakeholders in relation to the quality of Teaching, Learning and Assessment and take appropriate action in response;



- Ensure that there is a system of formal testing and assessment within each department including mock examinations;
- Ensure that a rigorous and fair system of performance management is adopted, which challenges staff to provide high standards of Teaching, Learning, Assessment and outcomes for all students;
- Encourage all teachers to gain external assessment experience with awarding bodies;
- Work to a system of assessment that celebrates success, checks understanding, addresses misconceptions and creates opportunities for students to respond in a way that helps them to improve;
- Support the use of peer and self-assessment, which is quality-assured by the teacher;
- Ensure accuracy and consistency of data by checking that departments follow systems of quality-assurance and have up to date standardisation folders;
- Ensure that the presentation of students' work is of an acceptable standard;
- Encourage and support activities that help students to learn outside of the classroom;
- Nurture a culture and ethos which promotes SMSC across the Curriculum;
- Encourage a culture of aspiration and celebrate success;
- Set homework which enables students to progress and monitor the completion of homework - sanctioning students in accordance with maintaining high standards where necessary;
- Regularly assess work formatively and with summative feedback, in-keeping with departmental deadlines;
- Promote differentiation in lessons to enable all students to fulfil their academic potential;
- Use a range of Assessment for Learning strategies to facilitate and accelerate the next stage of learning for all students;
- Utilise additional adults in the classroom to make the best use of their skills and availability to ensure that SEN students have opportunities to reach their potential;
- Have clear systems for Form Tutors and Heads of Year to monitor the progress of all students;
- Promote opportunities for students to develop spiritually, morally, emotionally and socially;
- Implement appropriate IAG and curriculum pathways that enable students to achieve and support them in establishing a secure future for themselves; and
- Implement whole-school strategies and provide relevant CPD to promote Literacy, Numeracy and develop areas of Teaching, Learning and Assessment as identified in school evaluation methods.

## Responsibilities:

### The Local Governing Body

The Local Governing Body will ensure that the Headteacher and the staff implement this policy rigorously and robustly and will hold the Headteacher, and the Senior Leadership Team, accountable for the quality of Teaching, Learning and Assessment. They will be updated through regular meetings. The Governor's Curriculum Link Governor Group will be consulted regarding initiatives to improve the quality of Teaching, Learning and Assessment and will be involved in discussions in relation to curriculum development. The Local Governing Body will be involved in key appointments to the school.



## **The Headteacher/Senior Leadership Team**

The Senior Leadership Team monitors priorities and targets for improvement, at whole-school level, based on evidence gained from monitoring procedures and will track progress against the school improvement plan. They hold teachers accountable and will take appropriate action, if necessary, where marking and assessment requires improvement or is considered to be inadequate.

Monitoring and evaluating the impact of Teaching, Learning and Assessment principally takes place through Curriculum Line Management, Departmental and whole-school reviews, observations, Learning walks and Book Look systems. The Senior Leadership Team will regularly review the school's Teaching, Learning and Assessment Policy and internally monitor the effectiveness and implementation of the policy.

## **Parents/Carers/Students**

Parents and students are expected to share any concerns or views in relation to Teaching, Learning and Assessment. Students should be prepared for lessons with the correct equipment and complete homework to enhance their learning and should seek to make positive contributions to lessons. They should strive to do their best and not be involved in disrupting the learning of others.

## **Classroom staff**

### **Before the lesson:**

- Meet & greet your class.
- Pupils to sit in their seating plan – this must be saved digitally in your Departmental folder and updated as required.
- Reading books and planners on the desk.

### **Lesson content/organisation:**

- Planning must take into consideration pupils' prior knowledge and understanding – all lessons in all year groups must develop and embed transferable GCSE skills.
- Commence with silent reading/revision (for KS4) or a suitable 'hook' task.
- Consolidation of prior knowledge before commencing 'new' learning. Teachers must address any misconceptions from learners.
- A clear learning objective shared with the class that highlights what they will be *learning* in that lesson – highlight how this will fit into their long term learning journey.
- Suitable differentiation for the range of abilities within the class – including extension and consolidation tasks.
- No Hands Up – pupils should be discouraged from putting their hands up to answer questions. The teacher should target questions at pupils to ensure a cross-section of understanding for *all* learners. Open ended questions, where viable, will provide opportunities for 'extension' questions.
- The lesson must end with a suitable plenary that draws together the learning from the lesson/unit.
- Pupils must stand behind their chairs in silence before being dismissed to the next lesson.
- Homework must be set as per the homework timetable – teachers should check that this has been recorded in planners before pupils pack away. (Refer to homework policy).



### **Marking & Assessment:**

- Marking must be in line with the school's **marking and assessment policy**. Feedback must follow the below format:
  - WWW – comments must be linked to the learning focus of the task
  - EBI – comments must be subject specific guidance and not generic
  - Question/task – this must be an opportunity to address the EBI detailed above
- Pupils' response to marking must be in purple. Chase up missing responses with post-its.
- Presentation:
  - All books must be free of graffiti both externally and internally.
  - All work must follow DUMTUM (Date underlined, miss a line, title underlined, miss a line).
  - Chase up missing/incomplete work via suitable sanctions.
- Assessments must be in line with the assessment calendar – grades reported must be holistic and based upon moderated work within Departmental time.

### **Literacy:**

- All teachers are teachers of Literacy. Lessons must demonstrate opportunities to explore subject specific vocabulary *as a minimum*.
- Marking of extended pieces must address Literacy errors using the Literacy marking code.

### **At all times:**

- Reflect upon the T&L taking place – remember: how can you measure progress through the lesson? How do your learners know they are making progress? How are you going to support those pupils who 'still don't get it'?



## Why do we need Quality Assurance of Teaching and Learning?

At Irlam & Cadishead College, we believe that quality assurance (QA) supports teachers and builds expertise securing positive outcomes for students. Having a collegiate approach and complying with teaching standards will raise standards and expectations of teacher's performance.

### Rationale

The Ofsted framework clearly states *'schools and academies must reflect on how they judge the quality of education which they are providing for their students'*. Self-evaluation of teacher performance will take place regularly.

### Quality Assurance

The triangulation of QTLA will follow the below calendar (the full calendar can be found in the T&L folder in the staff area):

#### QTLA Calendar 2018-19

All of the below quality assurance activities are to be completed by HoD in conjunction with their SLT link. The process is designed to inform one of the key discussion points in Departmental meetings each week – many of the activities may be completed with the Department during these meetings.

Date	Assessment windows	QTLA Focus	Evidence	CPD programme
W.C. 03.09.18				INSET days 3 <sup>rd</sup> & 4 <sup>th</sup> – see schedule
W.C. 10.09.18		Performance management observations	Observation forms	
W.C. 17.09.18		Performance management observations	Observation forms	
W.C. 24.09.18		Book Looks	'Book Look' forms	
W.C. 31.09.18		Homework	Planner checks	Whole staff training Wednesday 2 <sup>nd</sup> October 1500-1600 - differentiation
W.C. 08.10.18	Year 11: 8 <sup>th</sup> Oct to 17 <sup>th</sup> Oct	Department moderation	Moderation sampling forms	
W.C. 15.10.18	Year 11: 8 <sup>th</sup> Oct to 17 <sup>th</sup> Oct	Data analysis and interventions	Intervention spreadsheet	
W.C. 29.10.18		Pupil voice	Completed questionnaires	Whole staff training Wednesday 2 <sup>nd</sup> November 1500-1600 - differentiation
W.C. 05.11.18	Year 8: 5 <sup>th</sup> Nov to 14 <sup>th</sup> Nov	Department moderation Learning walks – focus: differentiation	Moderation sampling forms Lesson drop-in forms	
W.C. 12.11.18	Year 8: 5 <sup>th</sup> Nov to 14 <sup>th</sup> Nov	Data analysis and interventions Learning walks – focus: differentiation	Intervention spreadsheet Lesson drop-in forms	
W.C. 19.11.18		Book Looks – focus: differentiation	'Book Look' forms	
W.C. 26.11.18	Year 10: 26 <sup>th</sup> Nov to 5 <sup>th</sup> Dec & Year 11 PPEs by 29 <sup>th</sup> Nov	Department moderation	Moderation sampling forms	INSET 30 <sup>th</sup> Nov – Safeguarding & AFL
W.C. 03.12.18	Year 10: 26 <sup>th</sup> Nov to 5 <sup>th</sup> Dec	Data analysis and interventions	Intervention spreadsheet	Whole staff training Wednesday 5 <sup>th</sup> December 1500-1600 - questioning
W.C. 10.12.18		Collaborative planning	Planning audit form	