

Report to Local Advisory Board (LAB) 7th March 2016



Report on the Quality of Teaching, Learning and Assessment

		Meeting	
		Date	07/03/16
		Item Number	TBAP 5
Title:	Head of School Report to the LAB – Quality of Teaching, Learning and Assessment		
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1. Introduction

As we enter term four of the academic year 2015-16 I am pleased to report on the quality of teaching to date.

2. Quality of teaching

We judge teaching and learning to be outstanding. We know this because:

- Evaluation of our monitoring data, teaching and learning, work scrutiny, curriculum planning and assessment shows that teaching and learning has improved and is now outstanding.
- Teachers continue to have high expectations of all learners and there is a clear focus on ensuring that assessment data is used to match the learning to individual learners needs and abilities so that they make accelerated progress.
- Teaching is underpinned by the implementation of the Behaviour for Learning framework and staff have a good understanding of the learning behaviours and ensure that they implement the structures and teacher behaviours that supports teaching and learning.
- All learners feel that they are making progress both in their learning and behaviour and this is evidenced in their responses to the questionnaires.
- The teacher adjusts the curriculum so that all learners are able to access it, meeting their individual needs and learning styles.
- Teaching reflects excellent knowledge of the curriculum, the needs of learners with BESD and successfully encourages and develops appropriate classroom learning behaviours which help learners to develop a positive view of themselves as learners.
- Teachers have a good understanding of the new curriculum and assessment is used to plan effectively so that the needs of individual learners are met and that they make good progress.
- Evidence from observations and scrutiny of learners' books show that they are developing their knowledge, understanding and skills in their work and making good progress.
- Learners are motivated, engaged and say they are enjoying their learning.
- Learners are able to concentrate for longer periods of time and work effectively.
- Learners become confident, take pride in their work and value the feedback that they are given. One learner said that 'the comments in my book make me feel happy. I used to rip my books but now I take care of them and do my work neatly'. Another learner said 'when teachers read out comments I like that my teachers are proud of me'.
- Teachers effectively motivate learners and create an environment where learners enjoy learning by putting their learning into context, focussing on individual improvement (see learners' books).
- The classroom provides a stimulating learning environment and reflects the curriculum. Displays in the classroom support learning, for example, key words, and questions to stimulate learners to think.
- Regular feedback, diagnostic marking and the use of positive language, praise stickers, tokens, certificates and cards encourage and motivate learners to do well and make progress.
- Staff are skilled in using a range of behaviour for learning and behaviour management strategies to ensure that low-level behaviours have a minimal Pupil achievement is outstanding and in some cases exceptional and this is due to robust assessment systems in place and detailed tracking. It is further supported by the concise analysis of data.

- The implementation of the Depth Of Learning tracking system provides a bespoke method of tracking and assessing and is a robust and coherent system for checking pupils' progress in all year groups.
- The progress of individuals and groups of learners is tracked carefully and is an effective way of measuring pupils' achievement.
- Learners make excellent progress regardless of their background and needs and we are successful in 'closing the gap'. This is evident in ongoing weekly tracking, SIMS and data drops throughout the year.
- Learners have been observed as being motivated and this is supported by the encouragement that they receive from staff to see themselves as successful learners and most have made accelerated progress given their starting points.
- During the Challenge Partner's review, 'excellent progress' was evident in lessons and this is also supported by CAPA observations, work scrutiny and informal learning walks.
- Learner progress is well supported through personalised targets which are updated regularly and are displayed on learner tables. These link directly with assessment information and are also used in order to motivate and enthuse learners.
- Each individual has a 'steps to success' sheet in the front of their books for literacy and numeracy which detail small achievable steps that learners must take in order to progress. These are in 'learner speak' and help to promote independence and taking responsibility for all learning. Learners use highlighters in order to underline the skills that they have achieved by finding 3 pieces of evidence within their books.

2.1 SEN

Teachers use the learners' Behaviour for learning assessments and online depth of learning programme to ensure that the teaching and learning strategies are personalised. This is evident from classroom observations both informal and formal and scrutiny of learner records, files and books.

- Planning and preparation has been described as 'excellent' where teachers build on the strengths and interests of individuals.
- All staff are skilled in the way in which they differentiate their questioning, allowing every learner to develop their thinking and problem solving skills.
- Targeted LSP support means that there is an increase in learner engagement over a short period of time.
- There is a targeted summary of interventions for all learners.
- A sensory programme has been identified and implemented for learners with SEN.
- CAPA panel is held once a month where we discuss new referrals and the progress of all learners.
- Read, write inc. is used to improve reading for KS1 learners

Our work on establishing partnerships is excellent:-

- We are highly committed to working in partnership with schools, local authority teams and external agencies to promote learning and learners well-being. We draw on a wide range of support agencies and professional expertise to ensure the learning and well-being of our learners.
- We target the right level and type of support to meet the specific needs of the children, as well as acting as a conduit for more general support from outside agencies.
- We have worked closely with a range of agencies and specialists to help pupils overcome barriers to learning, e.g. speech and language therapists; Child Counsellor; Localities; EP

service; Social Workers; Collingham Gardens; CAMHs; Prevent; Headteachers and senior staff of primary schools across the three boroughs.

- At the majority of child protection meetings and child in need meetings the feedback from the Courtyard always shows that learners are making good progress. This is evident from the reports prepared for those meetings which include learners' attainment, relationships with self, others and the curriculum.
- The Behaviour for learning framework which is used to track progress and support the development of staff skills has played a significant part in supporting the reintegration of learners. The data shows that the focus on capacity building and work alongside mainstream staff has resulted in progress and supported the development of staff skills so that they are able to manage the learning and behaviour of learners more effectively.

3. Learning Walks

Alongside formal and informal monitoring the quality of teaching and learning we use our learning walking to highlight excellent practice which is then shared with staff so that they can implement strategies which have a significant impact on learners. These include use of voice, use of feedback and strategies to engage learners.

4. Curriculum

We have implemented the Chris Quigley curriculum following the training on the new curriculum in November. The curriculum is organised in milestones, milestone 1, years 1 and 2, Milestone 2, years 3 and 4 and milestone 3, years 5 and 6. Literacy and numeracy is timetabled in the morning and learners have Art, PE and topic in the afternoon. The curriculum provides clear guidance on expectation for the end of key stage 1 and 2. Following the training on assessment staff are clearer about the expectations and are looking at more creative ways to plan to ensure that the curriculum is covered. Our behaviour for learning is planned and implemented by Corinne Hirons and includes spiritual and moral subjects. This term learners are learning about different cultures and celebrating diversity. as well as culture and British values. Learners will be having a mock election again next term. Our curriculum also includes Enterprise. At the parents tea part the learners make cakes and sold them to parents and visitors.

5. Staffing

We currently have 3 full-time teachers and 1 part-time teacher who provide PPA cover. We have 6 learning support professionals. We have increased our staffing as we have a child who has to have 2:1 support to engage him in his learning. During term 2 we had an teacher form an agency however we successfully appointed a new member of staff for a KS2 class.

6.CPD

10 approved CPD events have been completed since the start of the academic year. The majority of these events were made up of the TBAP Teaching School Alliance (TSA) modules. This suite of development opportunities has been written and quality assured in-house and is delivered by accredited Specialist Leaders of Education (SLEs) and senior leaders who have themselves been drawn from TBAP staff.. Topics range from behaviour for learning to leadership pathways. Modules are available to all members of staff as part of the TBAP TSA offer and have been very well attended. We have received positive feedback about the CPD pathways form the majority of staff as it has supported their professional development. Nia Saunders and Daniela Caton are doing a brilliant and demanding job providing regular coaching and mentoring to the four school direct students. This has involved daily planning and feedback meetings.

7. Extracurricular activities and trips

Learners have taken part in a range of extracurricular activities which include a trip to a wetlands centre for science, to the cinema, the theatre to watch a pantomime and visit to Chinatown.