



Saint Joseph's
CATHOLIC SCHOOL

Teaching, Learning & Assessment Policy

Version 1.3 September 2023

ST JOSEPH'S CATHOLIC SCHOOL
CHURCH ROAD
LAVERSTOCK
SALISBURY
SP1 1QY

Success Criteria:

Context/Aim:

To ensure that all are able to realise their potential, take their responsibilities seriously, respect themselves, respect others, respect the environment and to aspire for excellence in all that we do for the sake of the gospel.

To provide teaching, learning and assessment that supports a curriculum that is broad, balanced, flexible, relevant and inclusive, matching the needs of the individual irrespective of gender, race, religion, sexuality or social background.

Objectives:

To make teaching, learning and assessment an exciting and interesting experience for all our pupils. To make pupils aware of their abilities and, in so doing, encourage them to develop to their maximum potential.

Our pupils' academic performance is built upon:

- a broad and balanced curriculum
- intellectually challenging teaching
- high standards consistently applied in the classroom
- challenging academic targets
- providing pupils with clear success criteria
- marking of pupils' work that allows opportunities to reflect and act upon guidance to ensure progress
- regular assessments of work
- frequent monitoring of progress
- strong partnership with parents

We recognise that every person is created in God's image, and we value every individual as an equal and with unconditional acceptance. We strive to create an atmosphere where each person is inspired, encouraged and supported to the highest levels of educational achievement.

Our objectives are that pupils who leave St Joseph's will:

- be articulate, literate and numerate
- have lively, enquiring, independent minds
- have developed a love of learning that will last for the rest of their lives
- be adaptable enough to react to the needs of a fast-changing world
- be confident in their dealings with people
- be able to develop good working relationships with others
- be aware of how faith guides their decision making
- be aware of the needs of the community and be prepared to contribute to it appropriately
- have knowledge of a wide range of cultures and faiths and through this come to respect the rights and needs of others
- be able to make good moral judgements
- have well developed skills to show empathy for others
- Follow and see the benefit in British Values

Ultimately, all these strands combine to give each individual the best life chances and allow them to make choices about their contribution to our community, our nation and the wider world, as this is the basis for a happy and successful life.

Monitoring Procedures:			
By Whom: Deputy Head teacher and/or Assistant Head teacher and the Governors of the Academic Committee		When: Annually	How: Deputy Head teacher and/or Assistant Head teacher will meet with governors to discuss any need to update or change items in the Policy.
Evaluation:			
By Whom: SLT		When: Annually	How: Constant discussions at SLT meetings, analysis on SEF and examination results presentation (annually) to Governors
Revision History:			
Version	Approved & Ratified	Review Date	Additional notes
V1.3	September 2023	September 2024	Inclusion of SJCS Way Inclusion of HW Consequences & Support Clarification of Learning Walk & Observations
V 1.2	September 2021	September 2023	
V 1.0	November 2017	November 2019	Separated from Curriculum Policy

Vision Statement:
<p>St Joseph's is a co-educational, 11-16 Catholic voluntary-aided school in the diocese of Clifton and the county of Wiltshire. Our aim is to provide a caring educational environment where each person is valued and is given the dignity due to a child of God.</p> <p>At the heart of our school is the Christian vision of the human person. We want each member of our community to grow as an individual witness to the gospel values of love, truth and justice. We want each pupil to be healthy in mind, body and spirit.</p> <p>Each member of our community should feel safe and secure in the learning environment. We aim to develop a sense of self-discipline and responsibility in our pupils. Everyone in our community should show respect for themselves, respect for others and respect for the environment.</p> <p>We believe that each pupil should have the opportunity to enjoy and achieve to their full potential. We are committed to praising and celebrating achievement. We want our pupils to have high expectations of themselves to understand the value of service to others and our responsibility as stewards of the environment. Everyone has a contribution to make in helping to build the common good. We aim to equip our pupils with the ability to make good choices in their lives based on the positive relationships and values they have learned in St Joseph's.</p> <p>We aim to help each of our pupils to develop morally and spiritually. We want them to achieve economic well-being while being mindful of the needs of others who are less fortunate.</p> <p>We are committed to aspiring for excellence in all that we do for the sake of the Gospel.</p> <p>Head teacher</p>

Other SJCS Policies that relate to this Policy:
<ul style="list-style-type: none"> • Curriculum Policy • Special Educational Needs Policy • Safeguarding & Child Protection Policy • Homelearning Policy • British Values Policy • Staff Development Policy • ECT and New Staff Induction Policy • Department SEF Support 2021-22 • Department SEF 2021 - 22 • Department T&L Handbooks

Principles for Teaching, Learning and Assessment

The Senior Leadership Team, teaching staff and support teaching staff developed and agreed a set of whole school principles for teaching, learning and assessment. These principles were then utilised as a common framework for departments/faculties to create departmental handbooks that addressed how the principles would be put into practice, as applicable, via subject area. The handbooks that were created are working documents. Time has been allotted (via a year-long CPD program) and continues to be allotted (via 'time for teams' in the meetings schedule) to plan/work on/update the handbooks. The principles that are addressed in detail via department/faculty handbooks are as follows:

Principles for Teaching:

- Provide the classroom environment that allows individuals to flourish.
- Ensure that all students understand the learning aims and their link to prior learning and the importance of retrieval and recap
- Ensure that all students understand key vocabulary.
- Ensure that all students are willing and able to participate.
- Review, identify and celebrate learning, during and at the end of the lesson / sequence of learning to ensure that progress and success are recognised.

Principles for Learning:

- Ensure that all individual students are clear when tasks or activities begin.
- Ensure that resources used and tasks designed develop understanding and involve thinking and processing.
- Meet the needs of individuals through effective differentiation, be that support or stretch and challenge.
- Integrate basic and key skills when possible.
- Pupils given opportunity to improve their work regular times during the year as part of the 'stamp' marking process.

Principles for Assessment:

- The key purpose of assessment is to promote learning and should actively involve all students.
- Assessment criteria should be shared with and understood by all individual students.
- Students should be provided with a range of techniques to help them revise and recall information for assessments and exams (this this will happen at a subject specific level and also during study skills sessions as part of PHSE lessons).
- Students will be provided with a revision booklet to help with revision techniques, organisation and also key content to revise for end of year exams and public exams (where appropriate)
- Students should be able to assess their own work and the work of others.
- Marking should provide *feedback* that celebrates achievement and identifies targets for improvement (*feedforward*).

The St Joseph's Way:

This is based on Roshenshine's principles of learning and underpins our approach to T&L. It outlines expectations at start of lessons and how learning should be conducted throughout lessons. Copies of the St Joseph's Way are in every classroom, every pupils book and also in their planners. Academic assemblies each half term will also unpick the St Joseph's way for pupils.



We do things the

St Joseph's Way!

Saint Joseph's
CATHOLIC SCHOOL

As a pupil at St Joseph's, I am member of a unique community. I understand that I have a right to a first-class education, and have a responsibility to ensure that my classmates also receive a first-class education.

The St Joseph's Way is what sets us aside as a school. It helps me to understand why we do the things we do, and to ensure we can all thrive in a first-class learning environment.

S **Start lessons well:** Line up, full uniform, stand behind desks, equipment out, respect reflection.

T **Take my seat,** title, date, starter & retrieval immediately.

J **Join in the learning:** I will respond to questions when cold-called, volunteer answers when I can, and vote when requested.

O **One voice:** There's only one voice speaking at one time. This way, we all learn.

S **Silent work is good for me:** It's a chance to show what I have learnt and helps everyone to focus.

E **Extend my learning:** I will always push myself to extend my learning and access the challenge tasks when I can.

P **Plenaries** help me recall my learning and help my teacher to plan for the next lessons.

H **Homework is good for me:** It's my chance to show what I have learnt and to practise my skills.

S **Sharing ideas** helps me to learn from my peers. I'll use a partner voice if in pairs and a group voice in larger groups.

W **Work** is completed to MY best ability.

A **Assessments and feedback** are essential for helping my progress; my teacher feeds back to me what I need to do to improve and I act on it with my MIRs.

Y **YOLO – You Only Learn Once:** This is a myth! I know reviewing and revisiting my learning helps it stick in my long-term memory.

Literacy

The Teacher Standards

A teacher must: demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy, and correct use of Standard English whatever the teacher's specialist subject.

Aims

The aim of this policy document is to support students' development of literacy skills in all subjects.

This will be achieved by working with classroom-based staff to:

- Increase the confidence of staff to understand the centrality of literacy to learning, and its place in all subject areas;
- Develop a shared understanding between all staff of the role of language in students' learning;
- Recognise that language is fundamental to students' sense of identity, belonging, and growth;
- Raise students' own expectations of achievement, thus raising standards;
- Develop students' confidence and self-expression through exposure to a wide range of texts.

The Literacy Trust has explored the relationship between literacy and the five areas of a person's life: economic well-being, aspirations, family life, health, and civic/cultural engagement. This research presented overwhelming evidence that literacy has a significant relationship with a person's success and happiness. We aim to support ALL young people and their families with adequate literacy skills to aid them in accessing information, employment, and economic well-being for the future.

Rationale

For the purpose of this document 'literacy' will be limited to the development of the language skills: speaking, listening, reading, and writing, whilst acknowledging that there are many technological and visual literacies that may require a more subject-specific focus.

Literacy underpins the school curriculum by developing students' abilities to listen, speak, read, and write for a wide range of purposes, using language to learn and communicate, to think, explore, and organise. Helping students to express themselves clearly orally and in writing enhances and enriches teaching and learning in all subjects. All departments and all classroom-based staff have a crucial role to play in supporting students' literacy development.

Marking Code

In order to ensure that feedback to students is consistent in terms of their written work, the marking code will be applied by all staff to identify mistakes, and opportunities will be given to students to make corrections:

^	A word is missing
/	Start a new sentence
//	Start a new paragraph
Gr	Grammar error
Sp	Spelling error
P	Punctuation error
?	Unclear meaning

Reading

Staff at St. Joseph's will support students to enjoy reading for pleasure, to be able to use their reading to help them learn and to develop increasing confidence and competence in reading so that they are able to:

- Read fluently, accurately, and with understanding, using a wider range of vocabulary;
- Have a wider perspective on the World, considering diversity and empathy;
- Become independent and critical readers and make informed and appropriate choices;
- Select information from a wide range of texts and sources, including print, media, and ICT and to evaluate those sources;
- Apply techniques such as skimming and scanning effectively in order to research and appraise texts.
- Pupils are encouraged to read for pleasure regularly during form time sessions and also have the opportunity to read aloud and individually from a range of academic materials during a lesson (these could be textbooks or other appropriate reading materials).
- Accelerated Reader is used as a programme to assess reading attainment and inform decisions on appropriate interventions.

Writing

Staff at St. Joseph's will support students to develop increasing confidence and competence in writing so that they are able to:

- Write in a widening variety of forms and for different purposes, for example to interpret, evaluate, explain, analyse, and explore;
- Develop ideas and communicate meaning to a reader using wide-ranging and technical vocabulary and an effective style, organising and structuring sentences grammatically, and whole texts coherently;
- Present their writing clearly using accurate punctuation, correct spelling, and legible handwriting.
- The above skills are also aided by the usage of the whole school literacy boards and "level up literacy" sheets which can be found in the pupil planner.
- Speaking and Listening

Talk is our main means of communication in everyday life, and it is critical for the development of understanding. Staff at St. Joseph's will support students to develop increasing confidence and competence in speaking and listening so that they are able.

- Listen with understanding and respond sensitively and appropriately
- Clarify and express their ideas and explain their thinking;
- Adapt their speech to a widening range of circumstances including paired and group discussions, and speaking to 'real' audiences;
- Use a varied and specialised vocabulary
- Speak for a range of purposes, for example to narrate, to analyse, to explain, to reflect, and to evaluate.

Research cited:

- The Leitch Review, 2006
- Literacy Changes Lives: An Advocacy Resource, The Literacy Trust, 2008
- Improving Literacy: a shared responsibility, Ofsted, 2013

Marking

Each Department/Faculty Handbook clearly states how the applicable subject area assesses and marks work in accordance with the whole school assessment principles. However, as an agreed rule marking is: Spilt into three types:

- **Detailed:** Often referred to as 'stamp' marking. This includes teachers specifying areas to praise i.e. 'What went well' – **WWW**; The teacher identifying what needs to improve and a timeframe to make the improvement – 'Even better if...' **EBI** and, finally, an opportunity for pupils to address the EBI identified by the teacher through a 'My response is...' – **MRI**.
- Frequency of detailed marking: (as a minimum 1x half term most subjects or 1 x seasonal term for the following practical subjects at Key Stage 3: Art & Design, Compliant Materials, IT, Music and Drama – this is due to contact time with pupils and nature of the technology carousel)
- **Scan marking:** An opportunity for teachers to pick up on misconceptions at pupil/whole class level via book looks and/or to focus on marking for literacy.
- **Peer/Self assessed:** An opportunity for pupils to mark their own or others work against a clear success criteria or markscheme.

Note: Where spelling is a particular weakness for a pupil, teachers should apply professional judgement to balance the maintenance of high expectations whilst aiming to not demoralise the child.

Homework

Additional learning outside of the classroom is seen as an important aspect of the overall learning experience and, consequently, homework is set for all age groups within the school. Homework is set to consolidate and/or extend learning within the classroom. Each pupil is provided with a homework timetable. The amount set differs by year group but pupils receive approximately 2–3 pieces of homework per school evening. A homework club is offered after school three evenings per week. Homework is set via SMHW (Satchel One) and takes one of 3 forms:

C = consolidation HW
P = preparation HW
L = learning HW

So title HW titles on SMHW could look like this:

C: Complete the worksheet we began in class
P: Research 10 things about...
L: Write an essay on...

Setting HW:

Always set HW via SMHW.

As a guide, on our HW timetables we have communicated the following to parents (some subjects have specified different timings due to the regularity of the HW) the HW for each subject per week is as follows:

Yr7: 15 minutes per subject
Yr8: 20 minutes per subject
Yr9: 30 minutes per subject
Yr10: 40 minutes per subject
Yr11: 45 minutes per subject

This year, we have also been explicit on the HW timetable to communicate that, should the HW not take the amount specified in the guidelines, then pupils should use the remaining time to review their notes, consolidate their learning or create revision resources.

Default Options on SMHW:

When setting work on SMHW staff should be very careful to ensure that the options that are default on SMHW are the actual options that you want. If not this can create confusion for the parents and pupils.

Marking Scheme – often this will be no grade required as you will look at the work in their books/ Seneca / SMHW Quiz

How Should students submit this task – it defaults to 'Online via Teams' – please change this to the submission staff want (normally 'class submission')

Estimated Completion Time – this defaults to 30 mins. Please make sure the time you select ties into the task they have set.

Following up on HW:

Positive:

If a pupil has done great HW please add a HW achievement point for them!

Consequence:

A weekly HW report run from SIMS.

If a pupil has not completed HW for the week, a BP for HW will be added on SIMS (this should be recorded as follows: staff initials and HW misdemeanour eg RRO: Joe failed to complete HW this week.

There is a tiered approach to interventions for this:

Stage One: Form tutor:

1. Conversation with Child
2. Contact with home

Stage Two: DOL

1. Conversation with Child
2. Contact with home & HW report

Stage Three: SLT

1. Conversation with Child
2. Contact with home & compulsory attendance at HW club

Promoting British Values

At the heart of our curriculum, and therefore our teaching, learning and assessment, is the promotion of British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Our curriculum develops skills and attitudes that will allow pupils to participate fully in and contribute positively to life in modern Britain.

British Values are taught explicitly in each year group as part of our PHSE curriculum across each year group, but aspects of British Values are taught throughout the distinct curriculum areas and they are also delivered through the school assembly programme. Pupils also have many opportunities to live out and practise British Values during their 5 years with us through pupil voice surveys, participating in pupil votes (most notably for Senior Pupil positions), engaging in community events celebrating diversity (most notably International Day) and also involvement in one of the many pupil councils.

Monitoring and Evaluation of Teaching, Learning and Assessment

Aims:

- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of students during a lesson and over time
- To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify group and individual training needs across the teaching and support staff and drive the CPD programme
- To enable identification of strengths and aspirations for succession planning.

Introduction

At St Joseph's School we believe that learning is the process by which students gradually acquire and assimilate knowledge, concepts, skills, and attitudes to enable them to make greater sense of the world. Teaching and learning is central to our work as educators and it stems from the school's aims, ethos and vision.

Students of all ability levels will be given equal opportunities to learn in order to achieve their full potential. Our purpose is to create a learning environment which fosters motivation and allows all students to flourish.

At St Joseph's, our staff:

- Support and challenge students to achieve their best
- Provide high quality, dynamic and stimulating lessons using evidence-based pedagogy shared in school led initiatives (15 min forums, Lead Practitioner Sessions, Weekly Blogs).
- Provide high levels of interaction for all pupils
- Listen to students' views and are open to their opinions
- Evaluate and reflect on their practice
- Provide regular and meaningful home learning.
- Provide opportunities and guidance to apply and develop literacy, numeracy, and other skills
- Encourage and support
- Provide high quality feedback
- Work collaboratively to ensure consistency in skill development by identifying and sharing best practice in T&L across all areas of the curriculum.
- Develop our range of T&L styles to create an exciting and creative learning culture using up to date, evidence-based pedagogy in lessons.

Teachers are responsible for the progress of all students in their classes and for evaluating their own performance and professional development.

This can be achieved by:

- Self-evaluation of their own subject knowledge and understanding of changing educational initiatives
- Self-evaluation of the quality and effectiveness of their own teaching and classroom management (using the 'Review' tool against Teacher's Standards on BlueSky Education).
- Monitoring student progress to ensure they achieve well against prior achievement and similar groups nationally.
- Monitoring of T&L will take place on an on-going basis and is a triangulated process at St Joseph's where we consider pupils' progress, lesson observations and also quality of work over time in order to make balanced and sound judgements. The annual model for monitoring of teaching and learning is as follows (Each of these procedures is laid out in more detail below):
 - Management of performance overtime in line with the Teacher Standards, by their Line Manager during the appraisal cycle.
 - Lesson observations conducted by members of the Senior Leadership Team and/or line manager/performance reviewer
 - Learning Walks on a regular basis which can be conducted by SLT, HODs and DOLs they will last no more than 20 minutes and include a focus.

- Climate for Learning Checks – this may include a variety of formats such as ‘drop-ins’ or tours of the school to ascertain the feel and ethos of the school at any given time. (More detail below)
- Work scrutiny within lessons and/or samples requested for monitoring at a department level or at a whole school level
- Student voice within lessons or as part of a sub group to capture voice and provide evidence for T&L audit.
- There may be instances where additional monitoring is required such as where a teacher is identified as requiring additional support or where a teacher is an Early Careers Teacher in which case they would be involved in our ECT programme with regular coaching and mentoring sessions.

Monitoring of teaching and learning is quality assured through a model of paired observation and scrutinisation wherever possible. All learning walk observations are logged and recorded on Bluesky. The monitoring of quality of teaching also includes a comparison to outcomes so as to give a broader picture of the success of teaching over time.

Climate for Learning

Throughout the academic year there will be times when members of staff from across the school may be present in lessons. These do not form any part of an observation process either formally or informally and are there to gauge a learner or focus groups of learner’s engagement.

This essential tool is used to:

- Ensure specific pupils are engaged with their learning from a pastoral or academic perspective.
- To ascertain the learning climate and allow Senior and Middle leaders to direct their planning.

This process may use the Climate for Learning Check Sheet.

These Learning Walks do not form any part of a formalised teacher observation process.

Feedback

There will be no feedback following this process, however the member of staff may choose to leave a thank you postcard.

Protocols

At St Joseph’s Catholic School, we have an agreed format for monitoring and evaluating teaching and learning for the **management of performance** over time, in line with the Teacher Standards. All of our protocols and pro-formas are shared with staff as part of the Department SEF cycle.

Performance management over time will consist of the following classroom visits per academic year:

- **Formal** lesson observations
- **Learning walks, each no more than 20 minutes, conducted by senior leaders/Line Managers.**

This is the guidance we use in St Joseph's Catholic School. Additional informal learning walks will be conducted during the academic year. The sole purpose of these monitoring learning walks is to allow senior and middle leaders to evaluate the performance of their teams and monitor the progress of students within their charge for review, audit, and planning purposes.

Observation can be extended to cover responsibilities outside the classroom where appropriate to the teacher concerned.

In this school, teachers' lessons will be observed on an appropriate and reasonable number of occasions based on individual circumstances of the teacher (for example ECTs, staff in need of additional support, staff on development programmes). The number of observations will be in accordance with the school management of performance policy, which includes provision for circumstances where concerns have been raised about a teacher's performance. (ASCL guidance)

Protocols for Lesson Observations (including joint observations)

During the lesson:

1. Teachers may expect to be observed for part of, or a whole lesson. Each observation will be for at least 20 minutes.
2. Lesson observations will not be given an overall grade although aspects of the lesson will be rated. 22 key criteria have been identified and these are shared with staff and are present on the observation form.
3. The observer will talk to student or look at their work as part of the self-evaluation process.

Feedback:

1. Feedback will be given as soon as possible, within 5 working days. Written feedback will be given on the lesson observation form and recorded on BlueSky Education.
2. Feedback will be honest and clear, setting out strengths and areas for development.
3. Lesson observation forms will be stored in BlueSky Education to inform the T&L monitoring and management of performance. Targets set from the previous observation will be carried forward for review. If the observation is linked to a specific objective from your appraisal the teacher should be reminded of this by the observer. The purpose is twofold – to review progress and to identify areas for support for coming year.
4. Measuring progress in the lesson and overtime – use of student work scrutiny, tracking data, student voice. Lesson observation will take into account progress over time.
5. Judgements made about the quality of the teaching and learning will be based on the lesson observation document with its 22 key criteria and Ofsted criteria for lesson observation
6. Lesson observation sheets will be shared with the relevant senior and middle leaders and physical copies are available to pick up outside Deputy Head's office (KMC).

Learning Walks

Protocol for learning walks (including senior leadership learning walks, joint learning walks and middle leader learning walks)

The purpose of the classroom visit is to obtain a brief snapshot of the classroom in order to collect evidence based on the specific T&L focus. Learning walks are a powerful tool to observe and develop common trends in classrooms and to audit typicality. Typically a learning walk will last approximately 10–20 mins but the observer may deem it appropriate to stay longer in a lesson.

During the learning walk:

Learning Walks are a regular feature of monitoring the Teaching & Learning at St Joseph's and can focus on a number of areas including:

- Pupils Experience
- Differentiation & Challenge
- Marking & Assessment
- Book Scrutiny
- Behaviour & Attitudes
- Learning Environment

- Senior and middle leaders will conduct learning walks as part of the self-evaluation process.
- Learning walks will be used to quality assure school and department policies and will be recorded in self-evaluation documents (SEFs).
- Learning walks will not result in lessons being graded.
- Written feedback is normally given via the school postcard and also recorded on BlueSky. Verbal feedback will also be given (rather than written feedback).
- There will typically be short or no notice of learning walks.
- The outcome of learning walks will be tracked by coverage: staff, subject, year group, cohort, sub group and will be stored centrally to inform the T&L monitoring
- Where possible learning walks will have a focus which will be given in advance.

Feedback:

1. Feedback will be given as soon as possible, within 5 working days. Written feedback via the school postcard will be given on the learning walk form via email or paper copy.
2. Feedback will be honest and clear, setting out strengths and areas for development.
3. Learning walk feedback will be stored centrally to inform the T&L monitoring process. If the learning walk is linked to a specific objective from a teacher's performance management they should be reminded of this by the walker. The purpose is twofold – to review progress and to identify areas for support for coming year.

Work Scrutiny/ Book Reviews

Protocol for work scrutiny (including classwork, homework, coursework, controlled assessment, internal exams, displayed work in classrooms)

The purpose of the work scrutiny is to monitor and evaluate the progress of student cohorts within lessons or as part of a subgroup, and capture evidence of typicality of teaching and learning across the school community. Work scrutiny is a powerful tool to observe and develop common trends in learning, teaching, marking, assessment, and feedback.

During work scrutiny:

- Senior and middle leaders and teachers will conduct work scrutiny as part of the self-evaluation process. This may occur within lessons or as a sample requested for monitoring at regular intervals throughout the year.
- Work scrutiny will be used to quality assure school, department policies and standard operating procedures and will be recorded in self-evaluation documents (SEFs) and then recorded on BlueSky Education.
- Written or verbal feedback will be given.
- There will typically be short notice of work scrutiny, although staff are aware that there are 3 whole-school book reviews and 3 department book reviews each happening in separate half terms.
- The outcome of work scrutiny will be tracked by coverage: staff, subject, year group, cohort, subgroup and will be stored centrally to inform the T&L monitoring.
- As part of book reviews, teachers at all levels will be focusing on:
 - Presentation and Handwriting
 - Literacy
 - Work & Progress
 - Teacher marking (in particular 'Stamp' marking)
 - Pupil responses to stamp marking

Feedback:

1. Feedback will be given as soon as possible, within 5 working days. Written feedback will be given on the work scrutiny form and stored on BlueSky Education.
2. Feedback will be honest and clear, setting out strengths and areas for development.
3. Work scrutiny forms will be stored centrally to inform the T&L monitoring. If the work scrutiny is linked to a specific objective from your performance, you should be reminded of this by the scrutiniser. The purpose is twofold – to review progress and to identify areas for support for coming year.

Evidence will be:

- Curriculum: is the order of class notes as you would expect? Does the learning build on prior knowledge in a logical and hierarchical sequence?
- Is their evidence of developing schemas with knowledge?
- Evidence of pupils thinking independently? Answering questions to test knowledge and understanding?
- Feedback – formative comments and specific advice/targets on each substantial work assessed with grades/levels where appropriate
- Literacy/Numeracy: Accurate use of SPAG
- Progress: Do students learn from their mistakes and modify their work? Is the challenge sufficient?
- Presentation – high expectations of handwriting and presentation

Pupil Voice

Protocol:

This research information is used to capture feedback from our school community and inform planning, monitoring and evaluation, across student cohorts, the academic and pastoral curriculums at St Joseph's Catholic School.

Evidence will focus on:

- Do pupils feel they are listened to?
- Do they have any say in how the school is run and in how their learning is organised?
- Do students have opportunities to take on leadership roles, to express their ideas publicly and to be consulted on major changes?
- How they feel their learning is across different subject areas.

Pupil voice can take the form of focus groups and an interview style or survey/questionnaire style in order to gather evidence to help inform Teaching and Learning judgements from a pupil perspective.

Pupils can be asked:

KS3:

- What level (or assessment point) are you at in this subject?
- Do you know why?
- What are the elements that make up this grading?
- What are the missing elements that you need to add to get to a higher assessment level?
- Show me work in this subject that has helped you to understand your progress and your assessment.
- How has the teacher made clear to you that you are at a particular assessment point or level?
- Talk me though your book and how you have progressed since the last report (or grading or test)
- What are your targets in this subject?

- Tell me three key things you need to do in your work to meet these targets.
- What do you need to work on at the moment?
- In which subjects are you clear about why you are at a particular assessment level, and in which are you less clear? Why?
- Do you peer-assess each other's work? Show me examples.

Additional questions at KS4 could include:

- Are you clear how your work is building up a grade?
- What grade do you think you are likely to achieve at the moment?
- How did you achieve this level of work and why?
- What would the next grade up look like compared to your current work?
- What would an 8 or 9 grade piece of work look like compared to your current work?
- What are the key elements that you need to focus on to improve?

Survey/Questionnaire questions are shared in the Dept SEF Support 2021–22 document.

Continuous Professional Development

We are committed to providing high quality CPD through a structured programme of events and opportunities throughout the CPD school calendar. The monitoring of Teaching and Learning at St Joseph's Catholic School will help to inform CPD initiatives that take place during the year.

Teachers are expected to:

- Take advantage of the numerous optional CPD opportunities at St Joseph's Catholic School (15-minute forums, weekly blogs, Lead Practitioner Sessions).
- Continuously update their subject knowledge and teaching practice in line with current developments and initiatives.
- Discuss learning and teaching in Department Development time in order to share good practice;
- Plan their own CPD programme in conjunction with their Line Manager as a result of the self-evaluation process and by reflecting on the Teacher's Standards review tool on BlueSky Education.
- Take advantage of school subscription to BlueSky Learning Modules and also the school subscription to National College of Teaching online modules.
- If necessary be directed to certain training initiatives to improve performance.

This is outlined in more depth in the Staff Development Policy.