



**Lightwoods School**

# **Policy Library**

**TITLE:**

**Teachers Appraisal Policy**

L137

## Table of Contents

TEACHING AND LEARNING POLICY.....	2
ETHOS IS BASED ON .....	2
Equal opportunities and Racial and gender equality statement .....	2
The policy is based on the following areas:- .....	2
RELATIONSHIPS.....	3
THE LEARNING ENVIRONMENT .....	3
Staff .....	3
Pupils.....	3
Parents.....	3
Local Community .....	3
Display .....	4
CLASSROOM ENVIRONMENT .....	4
Physical .....	4
Curricular .....	5
PLANNING .....	5
Long term.....	5
Medium Term .....	5
Short Term .....	5
LESSON ORGANISATION .....	6
Lesson structure .....	6
Key Elements .....	6
AN OUTSTANDING LESSON .....	6
ASSESSMENT .....	7
Informal Assessment.....	7
Formal Assessment .....	7
Marking.....	8
Recording.....	8
Review Policy .....	8

# LIGHTWOODS PRIMARY SCHOOL

## TEACHING AND LEARNING POLICY

The Staff at Lightwoods Primary School are committed to enabling children to achieve their true potential through effective Teaching and Learning.

### ETHOS IS BASED ON

- An Environment that is safe, secure, stimulating, supportive, motivational and consistent throughout the school.
- Quality Teaching and Learning to raising standards, based on:
- Planning based on a knowledge and assessment of pupils.
- A range of teaching styles and methods. Including research, inquiry and independent work.
- Use of a range of environments, education visits, studying offsite, outdoor work, visitors, creative and independent.
- Cross curricular based learning opportunities.
- High expectations of attainment and behaviour that are consistent throughout the school
- Developing independence and skills for life long learning. Emphasis on assessment for learning. Children's choice and child initiated learning.
- Promoting positive and respectful relationships amongst staff, pupils, parents and the community taking into account children's ECM.
- Take account of diversity, culture and community cohesion.

### Equal opportunities and Racial and gender equality statement

The school will promote equality of opportunity and racial equality for all pupils through teaching and learning activities and access to activities and opportunities.

Please refer to the schools Equal opportunity and Racial/Gender Equality Policy and the schools Inclusion Policy.

### The policy is based on the following areas:-

Relationships

The Learning Environment and organisation

Planning

Lesson Organisation

An outstanding Lesson

Assessment

Staff Development

## National Curriculum

### RELATIONSHIPS

- Commitment of all members of the school community to a shared understanding of the aims, ethos and practices of the school.
- Staff working as a team towards shared goals networking and developing practice.
- A consistent approach to standards and behaviour ensuring that all pupils feel confident and valued and safe.
- Developing pupils' creativity, imagination, critical thinking and independence.

Relationships take account of and value pupils: ethnicity, gender, culture and special needs & G&T both physical and educational and provide equal access and opportunity for all pupils.

### THE LEARNING ENVIRONMENT

This includes the school environment as well as the extended environment where learning may take place, home, community, places of interest visited etc.

It also involves other people as well as teachers and support staff, it includes parents, visitors, the wider community, visitors and staff on school visits.

#### Staff

- Work as a team
- Use consistent approaches and strategies throughout the school
- Provide a safe, secure, stimulating learning environment
- Use available time and resources effectively
- Facilitate ECM Agenda
- Promote basic skills for lifelong learning, E, M & ICT.

#### Pupils

- Are encouraged to be confident, work hard and have high expectations
- Are able to work individually, in pairs, groups, or as part of a whole class
- Are able to respond to a variety of learning situations
- Work independently making choices to support lifelong learning. Child initiated.
- Encourage to have a pupil voice.

#### Parents

- Home/school links – parents are encouraged to become partners in their children's educational development
- Involvement through Governor Representation and Friends of Lightwoods.

#### Local Community

- Wherever possible links with the community will be utilised to extend and develop the children's education and experiences
- Full use will be made of existing resources in the local environment
- The school places a high priority on educational visits to enhance and develop learning
- Community facility (sports) use of school to provide extended school services.

## Display

- Displays are a visual recognition that pupil's work is valued and recognised whatever their ability
- It gives pupil's a sense of belonging and ownership in the work they and their peers produce
- It reinforces the learning within the classroom providing a visual aid to work covered
- It creates an interactive and stimulating environment enthusing children to learn
- It provides working walls to allow interaction with learning, asking questions and drafting answers.
- School partnerships with local artists to promote creativity and provide stimulating environment.

What should be displayed?

- Children's work regardless of their ability
- Working walls to develop interaction with learning.
- Artefacts
- Exemplar material
- Commercially produced material
- Reflect a multicultural society
- Pupils Independent Learning should be celebrated.
- Pupil targets.

What should displays look like

- Displays should be colourful and interesting.
- They should be relevant to the work being covered within the class or school
- There should be a balance of work from different curriculum areas as well as a balance of types of displays
- They should be interactive and informative including working walls.
- Children should be encouraged to contribute ideas

## CLASSROOM ENVIRONMENT

### Physical

The classroom environment should be safe, clean and tidy and well organised

Staff should ensure that

- Effective use is made of the available space, with adequate space between the desks to enable the teacher and pupils to move around the room easily and safely.
- Carpet area in all classes.
- All classes make use of new technology.
- All pupils have a clear view of the teacher, board and other resources
- Desks and chairs are of a suitable size for the age of the pupils. Pupils are able to sit comfortably
- Classroom organisation considers the requirements of pupils who may have special needs
- Specific learning areas are created wherever possible but will include English & Maths, Theme work and ICT as a minimum and Independent activities.
- Furniture layout is suitable for the task and purpose of the lesson

## Curricular

- Lessons should have clear learning objectives based on assessment be well paced and make effective use of the time available
- Pupils are organised to maximise their learning within the lesson ensuring that learning objectives are assessed by adults and pupils.
- A range of teaching styles is used depending on subject, pupil abilities and pupil needs
- All children should have equal access to the lesson regardless of ability race or gender.
- There are high standards of behaviour and high expectations of the pupils within the lesson
- A purposeful working environment is established within each lesson

## PLANNING

### Long term

Long term planning involves staff, governors, parents and the community

- There are clear school aims that contain a strong commitment to standards and ethos
- Parents are given an overall curriculum structure for the year
- Policies and schemes of work are all IT based on the schools portal, including assessment and recording. Resources ensure appropriate whole school time allocation for each subject as well as ensuring the curriculum coverage.
- There is a whole school policy and a cycle for monitoring and evaluation of policy and practice that informs future development

### Medium Term

Medium term planning is completed termly for all curricular areas.

Cross curricular planning is also linked to medium term plans. Some curricular subjects are blocked across the year. This planning is IT based on school portal.

- Planning is detailed and thorough but flexible
- Clear progression is shown
- Prior attainment is taken into account when planning is undertaken

An agreed framework establishes a detailed specification for each unit/module of work and sets out

- Learning objectives
- Activities
- Teaching strategies to be used
- Resources to be used
- I.T. and cross curricular links
- Assessment tasks

### Short Term

Detailed weekly plans are submitted for literacy and numeracy indicating:

- Learning Objectives
- Activities
- Differentiation
- Resources and the use of ICT
- Organisation
- Assessment/Evaluation. Used to inform future planning.
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For all other curriculum areas weekly objectives are set down on a weekly planner

- Plans are evaluated against the agreed long term and medium term planning, school policies, schemes of work, the rates of pupils progress and their attainment.
- There is regular monitoring and effective evaluation by senior management and curriculum leaders.
- A termly work scrutiny monitors curriculum delivery and learning.

## LESSON ORGANISATION

### Lesson structure

- Clear shared objectives
- Regular use of key language and questions
- Clear explanation of new concepts and ideas
- Stimulating introduction of resources, activities or ideas
- Use of AforL throughout.
- Review and plenary session related to objectives

### Key Elements

- Timing and well-paced
- Wide range of learning experiences
- Balance of teacher instruction and a range of effective questioning, pupil activity and independence
- Planned in accordance with assessment information
- Effective planning
- Targets shared with the children
- On-going assessment of children's work by adults and pupils through AforL and APP.
- Effective use of a range of learning styles (VAK)

## AN OUTSTANDING LESSON

- Clear objectives shared with the children
- Introduction of key vocabulary
- Teacher to use a variety higher and lower order questions
- Target individuals, pairs or small groups with specific questions
- Brief, interesting introduction – lead quickly to the children's activity – maintain suitable pace
- Review of previous knowledge relevant to this new lesson
- Support staff to give targeted help to identified pupils and are appropriately used
- Teachers assess understanding of tasks and activities.
- Clear explanation of activity
- Emphasis of key vocabulary
- Variety of resources/techniques
- All pupils involved actively through carefully planned questioning
- Differentiation – pupils' work is well matched to their needs and abilities
- Children to be made aware of time scales
- Make use of A of L opportunities, learning styles, range of stimulating and varied activities e.g. paired work, envoying, independent activities, investigations and outdoor learning.
- Activities matched to learning objective
- Clear time scales and expectation for the completion of work
- Appropriate grouping of children

- Planned progression in the development of independent learning
- Groups know when they are required to work independently, or with support
- Resources to be readily accessible including ICT
- Reviews at relevant points in the lesson
- Plenary related to learning objectives
- Pupils to be encouraged to develop ability to reflect on their own learning
- Both teacher and pupils involved in plenary
- Use of plenary for assessment.
- Link plenary to future work or home learning.
- Pupils to be aware when, and in what form, plenary will take place
- Reinforce main elements of lesson, including key vocabulary
- Deal with errors and misconceptions made, which occur during the lesson

## ASSESSMENT

Assessment starts with careful planning so that the whole school is working together with the aim of maximising all children's potential.

Long, Medium and Short term plans will be based on pupil achievement from past assessment together with statutory National Curriculum, Literacy/Numeracy strategies and schemes of work.

Planning is vital to provide a well-structured and relevant curriculum.

Medium and Short term plans should outline assessments to be undertaken to assess pupil performance and understanding.

Assessment for Learning will underpin the work providing continuous assessment for both teachers and pupils.

### Informal Assessment

- Regular assessment via observation and marking during lessons will allow monitoring of pupils progress. This formative assessment will be used to inform future planning.
- Involvement of children through AforL self-peer assessment of work and through measuring against the learning objectives/targets given at the start of each lesson and targets shared with pupils each term.
- Group activities where children both support and help each other and self-review.
- Specific feedback to individuals with regards to pieces of work undertaken.

### Formal Assessment

These are structured tests aimed at assessing pupils

- Reception Baseline/End of year
- SATS – Statutory – Year 2 and 6 - Non-statutory years 3,4, and 5
- Age related testing throughout the year in years 1 - 6
- Salford Reading tests – KS1 & KS2
- Science – Unit modular testing
- Writing assessments – on-going –all year groups
- Assessment of targets set for individuals / groups in Literacy, Numeracy and Science – all year groups.
- Reception assessments (Learning Journey evidence) – early learning goals. .EYFS profile.



## Marking

- Marking in line with the marking policy

## Recording

Formal Assessment on the schools tracking program. These results are recorded and closely monitored by SMT to highlight areas of weakness or concern. They are also used by teachers to monitor progress throughout the Key Stage. Termly tracking of pupils takes place to monitor ARE progress

Other assessment is recorded by class teachers for their own on-going monitoring of their class. The information gained is used to set future targets, to inform SEN and G&T coordinator of any specific concerns and to help teachers organise and plan future work for their class.

Records are shared between staff, when a class moves to another year group, and during meetings for moderation and where specific concerns occur with regards to individual children. Target setting is closely linked to assessment so that targets set are challenging but manageable.

Information gained from assessment is used to monitor teachers own practice to ensure appropriate standards are being met and linked to school and teacher performance.

Monitoring of policy will take place by the following groups

Head Teacher  
SLT/SMT  
Curriculum coordinators  
Class teachers  
Governors  
LA support advisors

## Review Policy

- All up-to-date with what outstanding should include.
  - Planning –Consistency
    - Re-visit AforL strategies
    - Visit Questions & Thinking skills.
    - Higher ability – planning
    - Independent Learning
    - Outdoor Learning
    - Themes - update; creative outcome for all
- English and mathematics
- Well mapped and use of ICT
- Links to home learning/learning logs.
- Curriculum map for parents termly.
- Targets for pupil English and mathematics