



Quality Assurance Policy

APPROVED BY:	Full Trustee Board
LAST REVIEWED:	February 2024
NEXT REVIEW:	February 2025

This Policy has been written for:	<p>All staff and students at West Heath School, their parents and carers and other stakeholders.</p> <p>All teaching staff should have a detailed knowledge of this policy and should receive regular training to improve their teaching and learning practise.</p>
Rationale:	Quality assurance is an essential element of school self-evaluation. The outcome of quality assurance will contribute to enhancing the quality of teaching and learning, improving student progress and levels of attainment.
Consultation:	<p>Persons with particular responsibility:</p> <ul style="list-style-type: none"> • The Head of the Creative Arts Faculty • The Head of Curriculum and the Head of Safeguarding • All Teaching Heads of Department and/ or Faculty • All teaching staff at West Heath School <p>Consultees:</p> <ul style="list-style-type: none"> • SMT • Teaching staff • Behavioural Consultants with SEND school experience
Legislation and Guidance:	<p>JCQ Joint Council for Qualifications</p> <p>Independent Schools Inspectorate</p>
Links to other Policies/ Procedures:	<p>This policy should be read alongside:</p> <ul style="list-style-type: none"> • <i>Teaching and Learning Policy</i> • <i>Exam Policy</i>
Key definitions/ terms:	<p>HoD- Head of Department</p> <p>HoF – Head of Faculty</p> <p>SMT- Senior Management Team</p> <p>Learning Walk – Informal Drop in observations</p>

Appendices & Procedures:	<ul style="list-style-type: none"> • Learning Walk Proforma • Lesson Observation Proforma • Book Scrutiny Proforma • Lesson Observation Proforma • Lesson Observation Spreadsheets
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1. Introduction	<p>At West Heath School, quality assurance is also intended to identify training and development needs, ensure school policy is being implemented and to encourage reflection and innovation.</p> <p>Quality assurance should be open, transparent and supportive with an appropriate balance between line management and / or external quality assurance and individual / internal self-evaluation.</p> <p>West Heath School seeks to maintain a learning culture; all teachers are reflective practitioners who seek to improve and reflect on their teaching and learning practice. Observations and scrutinies are part of the appraisal process and, when carried out as part of a process of constructive engagement within an atmosphere of support and co-operation, are beneficial to staff development.</p>
2. Aims	<p>The aims of the policy are:</p> <ul style="list-style-type: none"> • To maintain and improve the quality of teaching at West Heath School • Outline how Quality Assurance processes take place throughout the school. <p>Ensure that all staff:</p> <ul style="list-style-type: none"> • follow the expectations for teaching and professional conduct as set out in the Teachers' Standards; • update parents/carers on students' progress through termly reports on progress and yearly parent/carer consultation evenings; • map formative and summative assessments in SOW and curriculum maps throughout the year; • store accurate data on SIMs during whole school data drops. • to support our school mission statement of '<i>Rebuilding Lives through Education</i>' by encouraging students to reflect on and change their behaviour, which helps to prepare students for life beyond West Heath School. <p>To ensure that all students:</p> <ul style="list-style-type: none"> • are an active participant and have an active voice in their learning. For example, through the use of surveys and questionnaires; • enjoy their learning; • can identify their strengths and weaknesses, understand their progress and know the steps they need to take to improve their work.
3. Policy Content	<p>Quality assurance is an essential element of school self-evaluation. The outcome of quality assurance will contribute to enhancing the quality of teaching and learning, improving student progress and levels of attainment.</p> <p>At West Heath School, quality assurance is also intended to identify training and development needs, ensure school policy is being implemented and to encourage reflection and innovation.</p>

<p>4a. Roles and Responsibilities : SMT</p>	<ul style="list-style-type: none"> • Provide guidance to support Learning and Teaching to develop positive learning experiences for all students; • provide opportunities, which are accessible to all, for the development of learning experiences which promote enjoyment, challenge, relevance, innovation, mutual respect and positive relationships; • provide resources, according to need, including continuing professional development (CPD)/ training opportunities for all employees which support effective learning and teaching; • ensure that all staff understand the expectations of Ofsted and the research that underpins the most current framework; • value and celebrate successful learning and quality teaching; • support sharing of effective practice throughout and across the school; • monitor and evaluate the impact on the learning and teaching of these contexts for learning and use this information to support continuous improvement. For example, learning walks to monitor to quality of Teaching and Learning (T&L) and to provide incisive feedback for teaching staff; • ensure that Heads of Department (HoD) and both subject to and follow the monitoring and evaluation processes.
<p>4b. Heads of Department/ Faculty</p>	<ul style="list-style-type: none"> • Lead the creation, development and maintenance of a climate which supports all students to become confident individuals, successful learners, responsible citizens and effective contributors, across all year groups; • ensure the curriculum is planned to enable sequential learning and that schemes of work promote the 4Rs and any safeguarding issues; • provide opportunities for learners to discuss their learning regularly; • identify and facilitate the sharing of good practice, ideas and approaches to teaching and learning; • encourage all staff to participate in CPD opportunities to maintain and improve effective learning and teaching; • organise learners in appropriate and flexible groupings based, as appropriate, on interest, experience, attainment, stage and purpose; • evaluate and review student attainment data and put in interventions if needed; • liaise with the Therapy department in order to ensure the curriculum and teaching offer is appropriate for SEMH students; • monitor and evaluate staff practice through the use of learning walks (an informal drop in lasting less than 15 minutes) and x3-4 formal lesson observations per year, using the West Heath Observation Form. • Monitor that the West Heath lesson format is being used and is embedded when conducting learning walks, observations and book scrutinies.
<p>4c. Heads of School (HoS)</p>	<ul style="list-style-type: none"> • Liaise with the Head of Curriculum and Heads of Department to support and assist in quality assuring the teaching and learning within their phase of school; • provide data to SMT outlining class hotspots and areas where students are receiving the most/ least amount of Satchel One points; • ensure that any teaching within tutor times has appropriate high expectations and is quality assured.
<p>4d. Teaching Staff</p>	<ul style="list-style-type: none"> • Ensure high quality, engaging teaching using the West Heath lesson format in all lessons; • deliver learning that is sequential and in a planned way that aids memory retention;

	<ul style="list-style-type: none"> • meet the needs of all students by providing an effective balance of activities which support the diversity of learning styles and teaching approaches, including working collaboratively and the full and effective use of IT; • reflect on their own learning and participate in relevant CPD to maintain and improve teaching; • reflect on their own practice and share new ideas and approaches to Teaching and Learning; • take account of the needs of all learners in planning and adapting resources when needed.
5. Departmental/ Faculty Reviews	<p>These reviews will be conducted once per academic year and will be undertaken by the Head of Curriculum and other members of the Senior Management Team (SMT) in conjunction with the relevant Head of Department/Faculty (HoF).</p> <p>This review will consist of a meeting between the link SLT member and HoF/ Hod (and 2nd in faculty and HoDs where appropriate) and scrutinise data, outcomes, vulnerable groups and current and planned strategies for improvement (and their impact);</p> <p>- Interviews with a range of students from each key stage;</p> <p>- Learning Walks (see below) will provide the evidence for the remainder of the review. See Appendix D.</p> <p>The HoD/HoF will meet with the link SMT member to agree outcomes and priorities. The HoD/HoF will write a report with an action plan to respond to priorities identified. Information taken from observations during the year may also be used.</p>
6. Quality Assurance of Assessment and Feedback	<p>This approach should ensure that the standard of student work is routinely checked and the assessment and feedback policy is followed.</p> <p>Internal Verification will follow procedures and guidance given Awarding Bodies.</p>
7. Quality Assurance of Homework	<p>All homework is set using the Satchel One Show My Homework programme. Each Head of Faculty will monitor the quality, suitability and frequency of Homework using the weekly monitoring tool. SMT Line Managers will also monitor routinely and at any time. See Appendix B.</p>
8. Line Management Quality Assurance of Faculty Area	<p>The Line Management of Faculty areas by SMT will involve regular meetings and department visits through the course of the academic year.</p> <p>There will normally be one, formal meeting between the HoF/ HoD and the SMT Line Manager each week or fortnight. These meetings will cover a range of items as well as plan or review learning walks or other quality assurance visits/ internal verification.</p> <p>The relevant member of SMT will also complete a Book Scrutiny Summary to identify best practice and areas of development.</p>
9. Lesson Observations	<p>For the purpose of quality assurance and improving the quality of Teaching and Learning and for Performance Review, teachers will be formally observed up to three times per year. See Appendix A.</p> <p>Formal observations may be conducted by any member of the SMT and or HoF/HoD. All staff conducting observations will hold QTS. In addition, teachers may be observed for occasional focused reviews and drop-ins (see below).</p>

	<p>Exceptions to this are NQTs, trainee teachers, all staff subject to Ofsted inspections, staff in need of support* and other observation arrangements.</p> <p>A formal lesson observation is one which is pre-arranged and where notes and judgments are recorded and feedback is given to the teacher. These observations will be graded and followed by a subsequent developmental discussion in which targets are set. These are then placed on a spreadsheet and are discussed in SMT/ HoD meetings.</p>
10. Learning Walks	<p>Drop-in observations (Learning Walks) may take place at any time as directed by the Headteacher, SMT, HOF/ HOD. In practice, these will be occasional with some prior warning to the teacher concerned, often with the direct involvement of the HoF/ HoD. See Appendix D.</p> <p>They will focus on a specific priority e.g. beginnings and ends of lessons, aspects of school / department policy, preparing for Ofsted-style inspections, Marking & Assessment etc.</p> <p>Detailed feedback will not be given to the individual class teacher as these dropins will be used to monitor consistency of practice across a Faculty or the school, rather than an individual member of staff.</p>
11. Timetable for Observations	<p>An observation may be arranged at any point in the academic year. Good practice should ensure that observations are spaced so that targets set following one observation have had sufficient time to be addressed before the next. Ideally, one per term will be conducted.</p> <p>At least one observation should be conducted prior to the mid-year performance review meeting.</p>
12. Quality Assurance of Student Progress by Curriculum Leaders and Pastoral Staff	<p>A key role for all staff is to monitor progress data in order to support students and to ensure target minimum levels/grades are achieved.</p> <p>The role for curriculum leaders (HoD/ HoF) is to monitor all assessment data and to ensure consistency across classes and progress towards student targets.</p> <p>This will also be reviewed by the Head of Curriculum and the School SENCO to ensure that data is being accurately captured and stored in Teacher's mark books and during SIM's Data Drops. See Appendix J.</p> <p>Heads of School/ School SENCO will oversee and, where appropriate, take a leading role in mentoring and intervention programmes which are targeted at specific groups of students.</p>
13a. Assessment for Learning	<p>Assessment for Learning (AfL) is an integral part of effective learning and teaching: learners understand learning intentions and success criteria and are given feedback on how to develop their learning. All teachers are expected to use a range of summative and formative assessment types and to complete x3 data drops throughout the academic year as well as marking students' books on a two-weekly cycle. All teachers are given key expectations on how to assess students' books. See Appendix G.</p> <p>The purpose of AfL is to:</p> <ul style="list-style-type: none"> • evaluate the effectiveness and impact of assessment procedures and practices; • when appropriate, share the learning outcomes and success criteria with students in an appropriate and relevant format and provide feedback to students to inform the next steps in learning;

<p>13b. Summative Assessment</p> <p>13c. Formative Assessment</p>	<ul style="list-style-type: none"> • help students to identify and regularly reflect on their own evidence of learning and to enable them to set personal learning goals; • to provide a range of opportunities for learners to take an active part in their learning; • to ensure teaching staff are aware of and make effective use of formative assessment strategies. <p>The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. For example, a summative assessment might be a spelling or key vocabulary test or a quiz or an end of term exam questions or final project piece. Summative assessment is marked as a percentage or mark.</p> <p>The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. More specifically, formative assessments help students identify their strengths and weaknesses and target areas that need work. For example, the use of the West Heath Assessment Sticker gives students clear steps on how to improve their work. The use of a Skills Tracker at the front of students' books helps students to visually see which skills they have achieved throughout the year.</p> <p>There are many effective AFL strategies that can be used in the classroom and should be used by teaching staff on a regular basis. See Appendix F.</p>
<p>14. Data Analysis</p>	<p>It is common for academic data about a student on arrival to be inaccurate, for a range of reasons. Depending on the student's circumstances these may include - for example - significant breaks in learning prior to arrival, attendance at several education providers in relatively quick succession, a period of absence from education, or sustained refusal by the student to participate in learning activities.</p> <p>West Heath School has developed a West Heath Steps Assessment Framework based on the 2014 National Curriculum to measure attainment and progress. Staff are expected to complete one formative assessment per half term, six per academic year, using the West Heath Assessment Sticker. This formative assessment data should be recorded on a Departmental spreadsheet or SIMS mark book, monitored by the Head of Department. Standardisation should also take place termly during Department meetings. See Appendix H.</p> <p>Staff should also complete x 3 summative assessments (x1 per term) each academic year and this data is entered on SIMS. This data is included in a full annual report with the student's strengths and weaknesses, effort and target grades, which are sent home to the parent/ carer for review. See Appendix I.</p> <p>This data will be evaluated by SMT who will look for trends and patterns to inform future priorities. For example, an overview on which lessons to run on the timetable, which teaching areas may need support or development and/ or which are particularly strong. Or a deep dive into one student who may be performing above average in the majority of subjects, but below average in one area or strand. This data could be investigated and an individual support plan made for the student. See Appendix J.</p>

Appendix A

West Heath Teacher Lesson Observation Proforma



Teacher:		Date:		Department:		Subject:	
Observer:		Period:		Set / group:		Length of observation:	
Purpose of observation/ focus: Refer to previous observation targets							
Student Seating Plan? Yes / No – comment		Learning Outcome available? Yes / No - comment		Zones of Regulation: Yes / No – comment			
				Connection Task: Yes / No – Comment			
Key vocabulary Yes / No - comment		Other Information (from previous observation)					

Criteria	Please Tick ✓
Teacher maximises use of lesson time and manages students' behaviour highly effectively with clear rules that are consistently enforced.	
Teacher introduces subject content progressively and constantly demands more of students.	
Teacher identifies and supports any student who is falling behind.	
Teacher encourages students to try hard, recognises their efforts and has consistently high expectations of all students' attitudes to learning.	

Incorporation of the core values (4Rs) into lesson

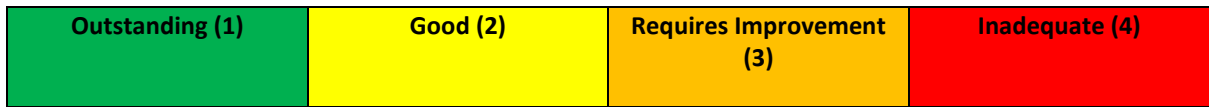
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Focus Area	Outstanding -1	Good - 2	Requires Improvement - 3	Inadequate – 4	Teaching Standards
<p>Subject Knowledge Teacher Standard 3</p> <p><i>(Accurate use of subject specific knowledge and vocabulary)</i></p> <p>Use of Assessment Teacher Standard 6</p> <p><i>(Marking in books, use of AfL, use of self and peer assessment)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Excellent subject knowledge with cross-curricular references. <input type="checkbox"/> Prior learning is assessed systematically, accurately & effectively. <input type="checkbox"/> Understanding is checked systematically through effective questioning throughout the lesson, anticipating interventions. <input type="checkbox"/> Systems are in place to involve all students in reading/responding to feedback and acting on it. <input type="checkbox"/> Learners are confident and critical in assessing their own and others' work, and set meaningful targets for improvement. <input type="checkbox"/> Teacher uses questioning highly effectively and demonstrates understanding of the different ways students think about subject content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers have well-developed subject knowledge. <input type="checkbox"/> Assessment of prior skills, knowledge and understanding is careful and accurate. <input type="checkbox"/> Assessment is challenging and matches most student's needs; changes to tasks are timely and appropriate. <input type="checkbox"/> Detailed oral/written feedback is provided so learners know how well they have done and how to improve. <input type="checkbox"/> Learners are guided to assess their work themselves against clear criteria and to set targets to improve. 	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher knows the subject and most learners understand course requirements, but lacks accuracy. <input type="checkbox"/> Assessment is present, but it may lack rigor and/ or detail/ challenge. 	<ul style="list-style-type: none"> <input type="checkbox"/> Weak knowledge of the curriculum. <input type="checkbox"/> Assessment of learners' work is poor and oral feedback is not effective. <input type="checkbox"/> Assessment is not used effectively to help students improve. <input type="checkbox"/> Assessment takes too little account of students' learning or understanding. 	<p>Standard 1 High Expectations</p> <p>Standard 2 Student progress/ outcomes</p> <p>Standard 3 Subject/ curriculum knowledge</p> <p>Standard 4 Plan and teach well-structured lessons</p>
<p>Evidence / Comment</p>					
<p>Teaching Teacher Standard 4, 5 & 8</p> <p><i>(Use of support, adapted resources, challenge, Literacy and Numeracy development)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Tasks are challenging and match students' needs accurately. <input type="checkbox"/> Lessons are well-judged and often imaginative teaching strategies are used. <input type="checkbox"/> Expectations are consistently high. <input type="checkbox"/> Intervention and support are appropriate and have notable impact. <input type="checkbox"/> Expert use of questioning probes understanding and teases out misconceptions. All learners are enthusiastic and keen to move on. <input type="checkbox"/> Teaching of Literacy, Numeracy and other skills are exceptional; every opportunity is taken to develop skills in other subjects. <input type="checkbox"/> LSAs are involved in planning. Good communication between teacher and LSA is evident. 	<ul style="list-style-type: none"> <input type="checkbox"/> Tasks are challenging and match most students' needs. Work is monitored during lessons, misconceptions are generally picked up. <input type="checkbox"/> Astute planning is effective and interventions and support are appropriate. <input type="checkbox"/> Expectations are high. <input type="checkbox"/> Literacy and Numeracy skills and other skills are promoted. <input type="checkbox"/> Teaching consistently deepens students' knowledge and understanding and allows them to develop a range of skills. <input type="checkbox"/> Teacher listens astutely, observes carefully and questions skillfully to reshape tasks and improve learning. <input type="checkbox"/> LSAs are well deployed to support learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teaching strategies do not usually meet individual student needs and do not provide challenge. <input type="checkbox"/> Teaching Literacy, Numeracy and other skills may be inconsistent. <input type="checkbox"/> LSAs are not well deployed in all aspects of the lesson. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning activities are not sufficiently well matched to the needs of students. <input type="checkbox"/> Teacher expectations are not high enough. <input type="checkbox"/> Students cannot communicate, read, write or use Maths as well as they should. <input type="checkbox"/> LSAs not involved in the lesson & given little or no direction. 	<p>Standard 5 Adapt teaching to strengths and weaknesses</p> <p>Standard 6 Accurate and productive assessment</p> <p>Standard 7 Manage behaviour effectively</p>
<p>Evidence / Comment</p>					<p>Standard 8 Wider professional responsibilities</p>


Focus Area	Outstanding -1	Good - 2	Requires Improvement - 3	Inadequate - 4	Teaching Standards
<p>Learning and Progress Teacher Standard 2</p> <p><i>(Engagement, interest, motivation, resilience)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Given their complex diagnoses, students show high levels of enthusiasm, interest and engagement. <input type="checkbox"/> Students are enthused and confident. <input type="checkbox"/> Students learn exceptionally well given their starting points. <input type="checkbox"/> All students make rapid and sustained progress. 	<ul style="list-style-type: none"> <input type="checkbox"/> Given their complex diagnoses, most students are enthused and motivated to participate. <input type="checkbox"/> Most students are resilient, confident and independent <input type="checkbox"/> Most students achieve well and make expected progress. 	<ul style="list-style-type: none"> <input type="checkbox"/> Despite their complex diagnoses, students lack engagement and motivation to complete work well. <input type="checkbox"/> Progress is not in line with that made by similar students nationally from similar starting points. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are passive. <input type="checkbox"/> Learners are not involved and frequently off task. <input type="checkbox"/> Teaching fails to excite, enthuse, engage or motivate students. <input type="checkbox"/> Students or groups of students are making inadequate progress. 	<p>Standard 1 High Expectations</p> <p>Standard 2 Student progress/ outcomes</p> <p>Standard 3 Subject/ curriculum knowledge</p> <p>Standard 4 Plan and teach well-structured lessons</p> <p>Standard 5 Adapt teaching to strengths and weaknesses</p> <p>Standard 6 Accurate and productive assessment</p> <p>Standard 7 Manage behaviour effectively</p> <p>Standard 8 Wider professional responsibilities</p>
<p>Evidence / Comment</p>					
<p>Out of class activities Teacher Standard 4</p> <p><i>(Homework / extension/ challenge)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Appropriate and regular work contributes extremely well to students' learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Appropriate and regular work contributes well to students' learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some work is set and some of it is reasonable for students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Inappropriate work is set. It does not contribute well to learning. 	
<p>Evidence / Comment</p>					
<p>Attitudes to Learning. Behaviour Teacher Standard 1 & 7</p> <p><i>(strategies used for managing students' behaviour/ relationships between staff and students)</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students' attitudes to learning are exemplary. <input type="checkbox"/> Students 'make every effort' to ensure that others learn and thrive in an atmosphere of respect and dignity. <input type="checkbox"/> Low level disruption is uncommon. <input type="checkbox"/> There are extremely positive relationships between staff and students. <input type="checkbox"/> There is a systematic, consistently applied approach to behaviour management, which make a strong contribution to an exceptionally positive climate for learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students respond very well to the teacher's behaviour systems and strategies <input type="checkbox"/> Students work cooperatively with each other. <input type="checkbox"/> High level disruption is uncommon. <input type="checkbox"/> Students are typically considerate, respectful and courteous; they consistently meet teacher's expectations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students do not always respond promptly to teachers' direction. <input type="checkbox"/> Major disruption to learning is common, and occasional high-level disruption may occur. <input type="checkbox"/> Strategies are applied inconsistently and with little effect, 	<ul style="list-style-type: none"> <input type="checkbox"/> Students' lack of engagement and persistent disruption contribute more than occasionally to reduced learning and/or a disorderly classroom environment. <input type="checkbox"/> There are few, if any, behaviour strategies applied. Staff member has little to no relationship with the students. 	
<p>Evidence / Comment</p>					

West Heath Teacher Lesson Observation Feedback


Key Strengths (link to Teaching Standards)				Standard 1
1				High Expectations
2				Standard 2
3				Student progress/ outcomes
Areas for Development:				Standard 3
1				Subject/ curriculum knowledge
2				Standard 4
3				Plan and teach well-structured lessons
Next steps:				Standard 5
1				Adapt teaching to strengths and weaknesses
2				Standard 6
Quality of teaching (overall grade)				Accurate and productive assessment
				Standard 7
				Manage behaviour effectively
				Standard 8



Appendix B

 <h2 style="margin: 0;">Individual Book Monitoring Document</h2>		Date:	Teacher:
<p style="margin: 0;">This document is to be completed on each member of teaching staff using a minimum sample of 3 books across both Key Stages.</p>		Class/ Year Group:	Observer:
<p>Attainment/ Progress:</p> <ul style="list-style-type: none"> • Review the amount of work being taught and completed over a sequence of lessons. • Review whether students are able to correct their own work and/ or stop making the same errors repeatedly. • Review the West Heath levels that students achieve- do the levels move up or down? Why? • Review the student data drops on SIMS- does the level of work completed in the book match the data input? 			
<p>Presentation</p> <ul style="list-style-type: none"> • How is the student work being stored? In folders, exercise books, worksheets? Why? • How is the student work presented? Do they write titles? Dates? Outcomes? • How is the handwriting? Does it remain consistent or does it get better or worse throughout the year? 			
<p>Adapted resources</p> <ul style="list-style-type: none"> • Is there evidence of additional supports for the student? For example, additional/ adapted worksheets, word banks, sentence starters, fill in the blanks, match up activities, an Asterix mark for where students have to write to? • Is there evidence of extension tasks? • Are the gifted and talented students receiving more challenging work, tasks and activities? 			
<p>Assessment/ Feedback</p> <ul style="list-style-type: none"> • Is there evidence of summative and formative marking feedback? Why? Why not? • Is there at least x1 formal assessment with formative feedback per half term? • Are the steps on how students can improve their work that are clear and easy to understand/ apply? • Does the data in the books link to the data being stored on SIMS? • Do students respond to the marking? How? Is there evidence that their work changes/ improves after marking? 			
<p>Literacy</p> <ul style="list-style-type: none"> • Is there evidence of key vocabulary being learnt and/ or written down in the books? • Are key spellings underlined and/ or corrected if misspelt? • Is the grammar marked? • Are the codes being used in line with the Literacy Marking Codes? 			

Appendix C

 <u>Departmental Marking and Assessment Overview</u>		Date:	Focus:
<p>This document is to be completed by the Head of Department to evaluate the strengths and weaknesses of marking and assessment.</p>			
Books selected:			
Attainment/ Progress: <ul style="list-style-type: none"> Overall is the amount of work being taught and completed over a sequence of lessons adequate in both KS3 and KS4? Does the data in the books overall match the data on SIMs? Does student understanding improve throughout the book? Or do they repeat the same errors? 	KS3	KS4	
Areas of Development/ Next Steps:			
Presentation <ul style="list-style-type: none"> How is the student work being stored? In folders, exercise books, worksheets? Why? How is the student work presented? Do they write titles? Dates? Outcomes? How is the handwriting? Does it remain consistent or does it get better or worse throughout the year? 	KS3	KS4	
Areas of Development/ Next Steps:			
Adapted Resources <ul style="list-style-type: none"> Is there evidence of additional supports for students? For example, additional/ adapted worksheets, word banks, sentence starters, fill in the blanks, match up activities, an Asterix mark for where students have to write to? Is there evidence of extension tasks? Are the gifted and talented students receiving more challenging work, tasks and activities? 	KS3	KS4	
Areas of Development/ Next Steps:			
Assessment/ Feedback	KS3	KS4	

<ul style="list-style-type: none"> • Is there evidence of summative and formative marking feedback? Why? Why not? • Is there at least x1 formal assessment with formative feedback per half term? • Are the steps on how students can improve their work that are clear and easy to understand/ apply? • Does the data in the books link to the data being stored on SIMS? • Do students respond to the marking? How? Is there evidence that their work changes/ improves after marking? 		
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Areas of Development/ Next Steps:

<p>Literacy</p> <ul style="list-style-type: none"> • Is there evidence of key vocabulary being learnt and/ or written down in the books? • Are key spellings underlined and/ or corrected if misspelt? • Is the grammar marked/ corrected? • Are the codes being used in line with the Literacy Marking Codes. 	KS3	KS4
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Areas of Development/ Next Steps:


Key Recommendations:

1)

2)

3)

Appendix D

 Learning Walk Proforma		Date:	Observer:
<p>This document is to be completed by Head of Department or Head of School and should focus on behaviour across a class, year group or key stage. You should spend no more than 10-15 minutes in each room. If this document is being used, please ensure that staff are given notice.</p>		Group Focus:	
Presentation <ul style="list-style-type: none"> • How is the student work being stored? In folders, exercise books, worksheets? Is it well presented? • How is the classroom presented? Is it clean and tidy? • Are the displays relevant/ engaging/ up-to-date? • Is the work interesting and engaging? 			
Behaviour <ul style="list-style-type: none"> • Are students on time or late to lessons? • Are students on task/ trying to learn? • Are students kind and polite to the teacher and/ or each other? • Are students completing the set work? • Is there evidence of behavioural routines? 			
Attainment/ Progress: <ul style="list-style-type: none"> • Is the West Heath lesson format being used? For example, Zones of Regulation/ Connect tasks. • Are the students on task? • Are the students completing a reasonable amount of work? • Is there evidence of marking in students' books. 			
Adapted Resources <ul style="list-style-type: none"> • Is there evidence of additional support for the student? • Are the gifted and talented students receiving more challenging work, tasks and activities? 			
Literacy <ul style="list-style-type: none"> • Is there evidence of key vocabulary being learnt and/ or written down in the books or displayed in the room? • Is oral literacy corrected and promoted during the lesson? 			
Key Strengths: <ol style="list-style-type: none"> 1) 2) 3) 			
Areas for Development: <ol style="list-style-type: none"> 1) 2) 3) 			

Appendix E

Insights Welfare notes To-do list **Gradebook** Calendar Behaviour Documents Timetable

Select a class Select a teacher Submitted Homework search

View the submission status and grades for your student's homework tasks

Due on	Homework	Subject	Status	Grade	
01/12/2023	Emotions quiz	Self Science (11Q/5e)	Submitted	100%	Results
14/03/2022	Year 9 Delving into data	IT (9Q/It)	Submitted		Assess

My classes

Calendar

Timetable

Early access

Behaviour

Detentions

My drive

Community resources

My resources

Documents

View the submission status and grades for your student's homework tasks

Due on	Homework	Subject	Status	Grade	
20/02/2024	Completing websites and finishing documentation	John Muir Award (OptB/It1)	Not submitted	⊗	Assess
06/02/2024	Question 5 Practice	English (11S2/En)	Not submitted	⊗	Assess
06/02/2024	Paper 2 Question 5 Practice	English (11S2/En)	Not submitted	⊗	Assess
02/02/2024	Paper 2 Practice	English (11S2/En)	Not submitted	⊗	Assess
24/01/2024	Completing websites and finishing documentation	John Muir Award (OptB/It1)	Not submitted	⊗	Assess
23/01/2024	Completing websites and finishing documentation	John Muir Award (OptB/It1)	Not submitted	⊗	Assess
17/01/2024	Completing websites and finishing documentation	John Muir Award (OptB/It1)	Not submitted	⊗	Assess
10/01/2024	Science lesson	Science (11MS/Sc)	Not submitted	⊗	Assess

Appendix F

Assessment for Learning (AFL) Strategies

<p>Emoji Self-Assessment Ask students to circle the faces/ expressions that show how they are feeling at the beginning and/ or end of the lesson.</p>	<p>Mini-whiteboards Ask students to write their answers on mini-whiteboards or pieces of paper and show them to you (or their peers).</p>	<p>Thumbs up! Thumbs down! Check the class's understanding of what you are teaching by asking them to show their thumbs. Thumbs up = I understand; thumbs halfway = I understand some; thumbs down = I don't understand.</p>
<p>Draw a Square When a student has finished a worksheet or exercise, ask them to draw a square on the page. If they do not understand well, they colour it red, if they partly understand, yellow and if everything is OK, green.</p>	<p>Post-Its Use Post-it notes to evaluate learning. Give to groups, pairs or individuals and ask them to answer questions. For example:</p> <ul style="list-style-type: none"> • <i>What have I learnt?</i> • <i>What have I found easy?</i> • <i>What have I found difficult?</i> • <i>What do I want to know now?</i> 	<p>Traffic lights Give students red, yellow and green cards. At different points during the lesson, ask them to choose a card and put it on their desk to show how much they understand (red = don't understand, yellow = partly understand, green = totally understand).</p>
<p>Exit/Admit Tickets Exit tickets are small pieces of paper or cards that students fill in before they leave the classroom. It could be recording what they have learnt in the lesson. Admit tickets are done at the very beginning of the class. Students may respond to questions about homework, or on the lesson taught the day before.</p>	<p>Classroom Polls Technology is a great way to engage students and websites such as Kahoot are a great way to deliver classroom polls. This can allow you to check students' understanding.</p>	<p>3-2-1 Countdown At the end the day give the students cards to write on, or they can respond orally, or in a triangle shape and I ask them to respond to the three separate statements below:</p> <ul style="list-style-type: none"> • 3 things you didn't know before. • 2 things that surprised you about this topic. • 1 thing you want to start doing with what you've learned.
<p>Think-Pair-Share This is one of the many formative assessment strategies that is simple for teachers to use. The teacher asks a question and the students write down their answers. Students are then placed in pairs to discuss their responses. Teachers are able to move around the classroom and listen to various discussions. It lets them gain valuable insight into levels of understanding.</p>	<p>Colour Question Jar Write the children's name on different lollipop sticks. You may want to colour code the sticks to denote ability level or even engagement level, this will help you differentiate and direct questions at specific children, without the children knowing of course! For example, for higher ability 'why' and 'how' questions you could pick out a higher ability coloured lollipop stick or if a student is notorious for not paying attention you are able to direct a question at them. It should help all students to become more engaged as they do not know if their name will be picked.</p>	<p>Round Robin Posters Groups of students each have a large piece of paper and some markers. The group records an answer to an open-ended question. Once the students finish their poster, they pass it on to the next group. Once every group has worked on every poster, the responses are discussed as a class.</p>



Marking is evidence of the ongoing assessment that takes place every day. There are main types of summative marking that may be seen across a series of students' work (not every lesson):

Phase 1: Student's books/ folders

- **Praise and encouragement** that links to school incentive/ reward systems and/ or the 4Rs. For example, comments such as 'excellent resilience shown in this redraft' or 'great to see you taking the responsibility to use a dictionary. It is important to ensure that this type of commentary can be understood, and is meaningful, to the individual student.
- Clear **comments on how to improve**/next steps – always link this to the level/ grade criteria.
- **Level Criteria in the front/ back of books and/ or folders.** Teachers use this criteria in their strengths and areas for developments.
- **Refer to the Literacy Marking Codes.** For example, all teachers must correct spelling of key words and high frequency words, capital letters and full stops; if there are frequent mistakes in these areas you can use your discretion to make general comments, rather than highlight each mistake.
- **Evidence of differentiation/ adaptation for the less and more able students.**

Frequency of Marking/ Assessment:

- All teachers are expected to mark/ acknowledge student's work on a fortnightly cycle.

Phase 2: Mapping Personal Development

- **Assessment overview** at the front of books/ level criteria and WH Assessment Stickers, all of which creates a triangulation of data. This would formulate the summative mark stored on SIMS for the data drop.
- **Personal Development** reviewed and, if applicable, assessed in every subject.

Formative Assessment

- The **West Heath Assessment Sticker** (below) must be used each half term and should help to form the data drop information on SIMS.
- These also provide opportunities for the students to write questions or requests for help to the teacher or support staff. For example, 'I don't understand this section.'
- The use of symbols (such as faces/ traffic lights) enables students to express their confidence/how secure they are with the work.

Who can Mark?

The expectation is that teachers mark, but it is appropriate for class-based or intervention support staff, such as SLSAs, LSAs or Key Workers, undertake some forms of marking too, provided this is under the supervision of a qualified teacher.

Commentary/ Marking Stamps

All staff have been provided with stamps which outline how the student completed the work. S/LSAs and Key Workers can also annotate work. For example:

- The degree of support that was provided by an S/LSA or if the student completed the work independently.
- How often that support was provided, e.g. 'Jacob completed this with some intermittent support – needs to still work on ...'
- Notes on what needs further work/ changes that need to be made. For example, 'Skip next section as student found this very easy.'

Literacy Codes

Sp	Spelling
Gr	Grammar
.	Full-Stop
ST	Subject Terminology

Peer and Self-Assessment

Please be aware that some SEN needs will make this difficult and that this can also be completed both in written and oral form. Marking stamps can also be used to inform this or to show this has been completed.

Best practice would ensure that students are given criteria with which to mark each other so that their areas to improve are measured and not just personal remarks. This could be a checklist or level criteria dependent on the students' understanding. Relevant examples and/ or sentence starters/ structures will also make the students' marking more meaningful.

Completing peer-assessment

Write down:

❖ (WWW) What went well...

I think s/he used high level vocabulary by using words such as 'beautiful' and 'bold' to engage the reader.

❖ (EBI) Even better if...

They can improve their work by adding an extra simile.

Remember to **highlight** what you think is the best line and write why.

I think this is the best line because...



Self-assessment

5PRAMS

I have used the five senses

I have used of personification

I have used a range of sentence structures

I have used alliteration

I have used metaphors









I have used similes

I have checked my use of spelling and grammar









Please write down what you believe went well (WWW) and what you need to improve (EBI).

Appendix H

KS3/4 WH Assessment Sticker- Phase 1 (Subject only)

Work Assessed:		Date:	
Key Vocabulary:		Effort:	  
 Key Strength/s			
 Area/s to Improve (Link to Level/ Grade Criteria)			
Student feedback/ comments:	  		

KS3/ 4 WH Assessment Sticker- Phase 2 (Subject and Personal Development Criteria)

Work Assessed:		Date:	
Key Vocabulary:		Effort:	  
 Key Strength/s			
 Area/s to Improve (Link to Level/ Grade Criteria)			
Student feedback/ comments:	  		
If applicable, link/s to Preparation for Adulthood criteria	<input type="checkbox"/> Good Health and Wellbeing <input type="checkbox"/> Friends, Relationships and Community <input type="checkbox"/> Independent Living Skills <input type="checkbox"/> Life and Employment Skills		

Appendix I

Focus Reports Routines Tools Window Help

Back Forward

Find Marksheet

Search Open Print Browse Next Previous Help Close

Marksheet Entry: #K01 Reading Formative Y5 Summer Term: Year 5

Save Undo Print Export Calculate Help Favourites Close

1 Basic Details 2 Marksheet

Students	96.01 Applies a growing k 1P Year 5 Summer Term	96.03 Improved function 1P Year 5 Summer Term	96.09 Check out the box 1P Year 5 Summer Term	96.13 Summarise the main 1P Year 5 Summer Term	96.17 Reviews, rewrites 1P Year 5 Summer Term	96.18 Participation in a 1P Year 5 Summer Term	96.20 Punctuation assigned 1P Year 5 Summer Term	Total Points 1P Year 5 Summer Term	Emerging 1P Year 5 Summer Term	Developed 1P Year 5 Summer Term	Secure 1P Year 5 Summer Term	Mastered 1P Year 5 Summer Term	Secure + Mastered 1P Year 5 Summer Term	% Secure or Mastered 1P Year 5 Summer Term	Ex Read Comp Overall 1P Year 5 Summer Term	Ex Read Word Overall 1P Year 5 Summer Term	Reading Overall 1P Year 5 Summer Term	Ex Read Comp Headlines 1P Year 5 Summer Term	Ex Read Comp Strengths 1P Year 5 Summer Term	Ex Read Word Headlines 1P Year 5 Summer Term	Ex Read Word Strengths 1P Year 5 Summer Term
ABRAHAM, Jane	D	S	M	D	D	D		18.00	0	4	3	1	3	43	50	50	50				
ADAMS, Adam	S	S	S	D	M	D		20.00	0	2	5	1	5	71	75	75					
ANDERSON, Neo	S	S	S	D	S	D		19.00	0	2	5	0	5	71	75	75		Need			
BANS, Kirk	S	S	S	D	D	M		19.00	1	1	5	1	5	71	75	75					
BELLIC, Nico	S	M	S	E	D	D		18.00	1	2	4	1	4	57	50	50					
BELLIC, Roman	E	E	E	E	E	E		7.00	7	0	0	0	0	0	0	0					
CADUSA, Celia	M	S	M	S	S	S		23.00	0	0	7	2	7	100	100	100					
CARLSEN, Neville	S	S	S	S	S	M		22.00	0	0	7	1	7	100	100	100					
CHARLES, Harry	S	S	D	D	D	E		16.00	1	3	3	0	3	43	50	50					
DANNY, Abbey	S	S	D	D	D	S		17.00	1	2	4	0	4	57	55						
DASKALOS, Carl	S	D	D	D	S	E		16.00	1	3	3	0	3	43	50						
DAVISON-SMITH, Jessica														45							
DIGAGAMO, Giovanna														60							
EVANS, Betty														60		50					
EVANS, Frankie														50		50					

Appendix J

Area of teaching	Teacher Ty	Observer	Lesson Da	Year grou	Student Informati Provided?	Learning outcome	Key Word	Connect	ZoR	4Rs?	KS: Standai 1 (high expectations)	KS: Standai 2 (student progress/ outcomes)	KS: Standai 3 (subject/ curriculum knowledge)	KS: Standai 4 (well-structured lessons)	KS: Standai 5 (adaptive teaching)	KS: Standai 6 (accurate and productive assessment)	KS: Standai 7 (behaviour management)	A4D: Standard 1 (high expectations)
Heart - English	Q	MG	10/4/2023	HEART	Y	Y	Y	Y	Y	Y	X		X			X		
PE	ECT	JR	10/12/2023	11	N	Y	Y	Y	N	Y					X		X	
HOMiddle/ PE	Q																	
Life Skills	LTIA																	
HOUpper/ PE	Q																	
Principal	QNT																	
EOS	AT																	
English	Q	MG	10/4/2023	8	N	Y	Y	Y	Y	Y				X	X			
Maths	Q	TM	11/3/2023		Y	Y	Y	Y	Y	Y			X		X		X	
Art	Q	JL	10/11/2023	HEART	Y	Y	Y	Y	Y	Y	X			X			X	
Maths	ECT	TM	11/3/2023		Y	Y	Y	Y	Y	Y						X	X	
Science	ECT	RG	11/15/2023	HEART	N	Y	Y	N	N	N	X	X					X	
Maths - Heart	Q	TM	11/8/2023	HEART	Y	Y	Y	N	N	Y		X	X	X				
Maths	Q	TM	2/11/2023	11	Y	Y	Y	Y	N	Y		X	X					X
Upper/ College Pre	Q																	
English / Business	Q	AW	12/14/2023	11	Y	Y	Y	Y	Y	Y	X	X				X		
Music / SS	ITT	HP/ TS	9/14/2023		Y	Y	Y	Y	Y	Y	X	X	X					
Science (Head)	Q	AW	1/8/2024	11	N	Y	Y	Y	Y	Y	X		X	X				
PE	AT	JR	10/12/2023	11	N	Y	Y	Y	N	Y					X			X
Cover Teacher	AT																	
Humanities	Q	CK	11/22/2023	10	N	Y	N	Y	N	N						X	X	X
Science / Heart	AT	RG	11/8/2023	HEART	Y	Y	Y	N	Y	Y	X		X		X			
SENCO	QNT																	
Juniors	Q	AW	11/8/2023	5 and 6	N	Y	Y	Y	Y	Y	X	X	X					
Music	Q		11/18/2023	10	N	Y	Y	Y	Y	Y		X				X	X	
Maths (Head)	Q	AW	8/1/2024	Heart	N	Y	Y	Y	N	Y		X	X			X	X	X

V	W	X	Y	Z	AA	AB	AC	AD
A4D: Standard 1 (high expectations)	A4D: Standard 2 (student progress/ outcomes)	A4D: Standard 3 (subject/ curriculum knowledge)	A4D: Standard 4 (well-structured lessons)	A4D: Standard 5 (adaptive teaching)	A4D: Standard 6 (accurate and productive assessment)	A4D: Standard 7 (behaviour management)	Overall	Lesson Grade
			X				Good	G
	X		X		X		Requires Improvement	RI
		X	X				Requires Improvement	RI
	X				X	X	Good	G
		X	X				Outstanding	O
				X		X	Good	G
X				X			Outstanding	O
X		X		X			Good	G
			X	X			Outstanding	O
			X		X		Good	G
		X					Outstanding	O
			X	X			Good	G
		X	X		X	X	Outstanding	O
			X				Good	O
			X		X	X	Outstanding	O

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Observation Spreadsheet 23-24 Final Version

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	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG
1	KS: Standard 3 (subject/curriculum knowledge)	KS: Standard 4 (well-structured lessons)	KS: Standard 5 (adaptive teaching)	KS: Standard 6 (accurate and productive assessment)	KS: Standard 7 (behaviour management)	A4D: Standard 1 (high expectations)	A4D: Standard 2 (student progress/outcomes)	A4D: Standard 3 (subject/curriculum knowledge)	A4D: Standard 4 (well-structured lessons)	A4D: Standard 5 (adaptive teaching)	A4D: Standard 6 (accurate and productive assessment)	A4D: Standard 7 (behaviour management)	Overall	Lesson Grade			
55	KS: Standard 3 (subject/curriculum knowledge)	KS: Standard 4 (well-structured lessons)	KS: Standard 5 (adaptive teaching)	KS: Standard 6 (accurate and productive assessment)	KS: Standard 7 (behaviour management)	A4D: Standard 1 (high expectations)	A4D: Standard 2 (student progress/outcomes)	A4D: Standard 3 (subject/curriculum knowledge)	A4D: Standard 4 (well-structured lessons)	A4D: Standard 5 (adaptive teaching)	A4D: Standard 6 (accurate and productive assessment)	A4D: Standard 7 (behaviour management)					
56																	
57																	
58		17	8	8	8	19	3	6	11	16	9	8	2				
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77																	

Grading	No.	Percent
O	22	67%
G	9	27%
RI	2	6%
I	0	0%
		33 100%

Lesson Observation Breakdown

Lesson Observation Feedback Graphs +

Workbook Statistics

Type here to search