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| **Teaching and learning quality standard** |
| **Criteria** | **Suggested EVIDENCE OF practice** |
| **12.1 WHOLE SCHOOL APPROACH** |
| 1. Through Teaching and Learning the school addresses the needs of the whole child,
 | Relationships, Sex and Health Education Statutory Guidance (RSHE)Values and Aims Statement/Intent StatementSchool prospectus/ website…Ofsted report/ recommendationsRelevant sections of School Improvement Plan (SIP) Department/ subject development planningExamples of pupil voice…Representation of change by learners on the school website |
| 1. The school is compliant with requirements of Statutory Relationships and Health Education in respect of PSHE(RSHE).
 | RSHE Statutory GuidanceCurriculum overview/Scheme of Work (SoW)…Learners' work…Evidence of monitoring…PSHE Policy |
| 1. Staff have a shared responsibility for promoting health and wellbeing through Teaching and Learning to enable everyone to learn, achieve and progress.
 | RSHE Statutory GuidanceValues and Aims Statement/Intent StatementSchool Prospectus/ Website…Performance management systemContinuous Professional Development (CPD) fileStaff Well-Being Programme or equivalent…Examples of themes within assemblies/collective worship…Evidence of and responses to, identified needs through monitoring/tracking…Examples of enrichment activities… |
| 1. School systems, policies and procedures regarding Teaching and Learning reflect how the school addresses the needs of the whole child and enables the contribution of all individuals to be valued with due regard to gender, gender reassignment, faith or belief, disability, age, race or culture and gender identity.
 | RSHE Statutory GuidanceValues and Aims Statement/Intent StatementSEFSIPSchool prospectus/ website/newsletters…Induction programme…Examples of themes within assemblies/collective worship… Home/School Agreement…Behaviour Policy Safeguarding PolicyInclusion PolicyEqualities Policy/Analysis Examples of community links…Visitor PolicyExamples of pupil voice…Examples of displays…Policies, procedures, and systems relating to Curriculum Planning and Implementation such as Setting Policy, timetabling, selection of resources, work with visitors and agencies…Teaching and Learning PolicyEvidence of assessment… |
| 1. Inclusion is seen as fundamental to Teaching and Learning to enhance the health and wellbeing of the whole school community.
 | Equalities Policy/Analysis Inclusion PolicySpecial Educational Needs and Disability (SEND) PolicyAble, Gifted and Talented PolicySchool support systems…Common Assessment Framework (CAF) processEvidence of needs analysis…Identification in Scheme of Work (SoW) and/ or differentiated lesson plans… Systematic review of curriculum delivery and resources to be LGBT inclusive…  |
| 1. The school has a coherent plan to promote fundamental British Values and to deliver effective Social, Moral, Spiritual and Cultural (SMSC) education
 | SEFRelevant section of SIPWebsite…SMSC/PSHE plan… |
| **12.2 SCHOOL CULTURE AND ENVIRONMENT** |
| 1. The whole school community feels valued, respected, and safe.
 | Values and Aims Statement/Intent StatementCode of Conduct…Group agreements…Ofsted reportPupil Attitude Questionnaire (PAQ) or equivalent…Staff Wellbeing Programme or equivalent…Parental surveys…Visitors'/agencies’ feedback…Safety noticesBehaviour Policy (including anti bullying)Duty rota, corridor supervision…Deployment of Staff…School calendar, examples of enrichment activities Examples of displays…Evidence of needs analysis… |
| 1. The school uses education and health data and the results of consultation to inform teaching and learning linked to the SIP.
 | RSHE Statutory GuidanceExamples of data used (e.g. Health LSIP) …Relevant sections of the SIPCycle of consultation…Examples of impact… |
| 1. The school culture encourages rigorous monitoring, evaluation and review of systems, procedures, and interventions to improve pupil outcomes. Unintended ones should also be considered.
 | RSHE Statutory GuidanceSEFAnalysis of, and actions resulting from feedback…Pastoral and academic support systems…Examples of links with agencies and partners…Reduction in exclusionsEducation Health Care Plans (EHCP) |
| 1. The school environment is welcoming, clean and cared for and respected by all.
 | Code of Conduct…Ofsted reportInvestors in People AwardEco Schools |
| 1. The whole school environment promotes/ supports appropriate behaviours. E.g. physical activity spaces including playgrounds and emotional environment, including the facilities for eating.
 | Website…Lesson plans on…Examples of enrichment activities…Examples of pupil voice…Representation of change by learners on the school website |
| 1. There is clear signposting, in appropriate languages and/or visuals, to information and support services within and beyond the school. All of which are with due regard to gender, gender reassignment, faith or belief, disability, age, race or culture and gender identity.
 | RSHE Statutory GuidanceExamples of a range of signposting… |
| 1. Realistic expectations are achieved by consulting with the whole school community and by evidencing that views influence decisions made; these are reflected in the SIP.
 | Examples of opportunities to contribute to and/or be a member of designated groups and forums…Learners' curriculum evaluations…Responses to surveys…SIP |
| 1. Learning resources, including accommodation, are well deployed to promote health and wellbeing and to meet identified learning needs.
 |  RSHE Statutory GuidanceLearners' work and evaluations…Lesson plans on…Behaviour Policy |
| 1. All learners are given the opportunity to produce work for display.
 | Curriculum overview/SoW…Lesson plans on…Display Policy or equivalentExamples of celebration of achievement… |
| **12.3 POLICY DEVELOPMENT** |
| The school has a whole school Teaching and Learning Policy and Evidence of assessment Policy which: -* support and reflect the school’s aims, values, and ethos
 | Teaching and Learning Policy contains relevant Values and Aims Statement/Intent statement, including evidence of wide consultation… |
| * make explicit the commitment to:
* value the contributions made by individual members of the whole school community
* show mutual respect and
* guarantee the entitlements of all with due regard to gender, gender reassignment, faith or belief, disability, age, race or culture, gender identity
 | Curriculum overview/SoW…School Council minutesExamples of involving families…Staff meetings minutesGovernors' meetings minutesEqualities Policy/Analysis Teaching and Learning Policy |
| * have been developed through inclusive consultation with appropriate members of the whole school community.
 | There is a planned programme for policy development and review…Consultation documents/minutes of meetings  |
| * are implemented, monitored, and regularly reviewed and the mechanisms and timescales for this are documented within each policy
 | Teaching and Learning PolicyThere is a planned programme for policy development and review…Consultation documents/minutes of meetings Governors' meetings |
| * make clear the roles and responsibilities of members of the whole school community so everyone understands the relevance of each policy to them
 | Specific to each policyJob/role descriptionsHome/school diary/planners…Website… |
| * indicate how the school uses appropriate data to inform and improve provision
 | Needs analysis…Examples of use of education and health data e.g. Health LSIP… |
| * reflect current needs analysis
 | Examples of needs analysis…Policies reviewed and updated regularly… |
| * make links to other relevant policies and initiatives
 | Specific to each policy |
| * are reflected in the school prospectus/ website, are shared with and adopted throughout School and are available to be seen by all

 | School prospectus/ website…Method of publicising… |
| **12.4 CURRICULUM PLANNING, MONITORING, EVALUATION AND ASSESSMENT** |
| 1. Teaching and Learning methods reflect the school’s aims, values, ethos, any relevant policies, and addresses the needs of the whole child
 | RSHE Statutory GuidanceSEFExamples of themes within Assemblies/Collective Worship…DoJo's…Lesson plans on…Teaching and Learning PolicySchool prospectus/website…Curriculum maps…Examples of curricular and enrichment activities which demonstrate this… |
| 1. The Senior Leadership Team (SLT) ensures data and local information is used to inform Teaching and Learning to address the confidential issues facing the whole school community.
 | RSHE Statutory GuidanceExamples of data used e.g. Health LSIP…PAQ or equivalent and information from agencies…SoW with examples of use of data…Lesson plans on… |
| 1. All activities are planned, resources selected, and visitors deployed, monitored, and reviewed with due regard to gender, gender reassignment, faith or belief, disability, age, race or culture and gender identity.
 | RSHE Statutory GuidanceEqualities Policy/AnalysisCurriculum overview/SoW…Lesson plans to show how individuals or groups are supported to access resources…Methods of evaluation…Examples of activities and resources…Examples of themes within assemblies/collective worship linked to the curriculum… |
| 1. Learning objectives and outcomes are specific, clearly displayed and known to learners to inform self-review as part of their need to assess themselves and to know how to improve.
 | Lesson plans on…Evidence of objectives and outcomes shared and of learners having used them to self-review and set targets… |
| 1. A range of active and participatory Teaching and Learning styles, including Learning Outside the Classroom, is used to promote physical and emotional health and wellbeing. These are appropriate to the learner’s age, ability, and level of maturity to enable progression and continuity of learning within and between key stages. There is a flexible approach and staff are willing to adapt programmes for learners on an on-going basis.
 | Lesson plans including differentiation on…Learners' work and evaluations across key stages…Relevant sections of lesson observationsExamples of activities for Learning Outside the Classroom… |
| 1. The methods of assessment enhance motivation and self-esteem. The purpose of assessment is shared and understood by the learners. Time is allocated for staff and learners to work together to assess, monitor and reflect on progress.
 | Examples of self-assessment, peer assessment, staff, other adults e.g. from Work Experience, and visitors in the classroom… |
| 1. The outcome of assessment informs the curriculum and helps in planning future Teaching and Learning to enable progression.
 | Lesson plans and evaluation…Assessment…Subject self-evaluation…Curriculum plan/department development plans/ mapping…Relevant sections of lesson observationsLearners' records… |
| 1. The school keeps records on learner’s academic progress and their personal and social development.
 | Examples of a wide range of recording assessment used…  |
| 1. The school keeps families informed about and involved in learner’s academic progress and their personal and social development.
 | Reporting procedures… |
| **12.5 GIVING CHILDREN AND YOUNG PEOPLE A VOICE** |
| 1. The purpose of participation in relation to Teaching and Learning is made clear, those involved are representative, appropriate methods are selected, time is allocated to feedback appropriately and it is made fun and interesting.
 | Group agreements…Evidence of selection processes…Examples of pupil voice…Representation of change by learners on the school website |
| 1. There is a range of creative listening systems to ensure the views of all learners including those who are less vocal and visible are gained, valued, and acted upon to improve Teaching and Learning.
 | Anonymous post box…Ask it baskets…Evidence of peer/buddy support…Examples of pupil voice written/visual…Circle timeAdvocacy if appropriate…Learners' attendance at review meetings… |
| 1. Learner’s participation and involvement in relation to Curriculum Planning and Implementation are continually monitored, evaluated, and reviewed.
 | Examples of levels of participation and involvement…Examples of changes made to curriculum in response to learners' evaluations and reviews… |
| 1. Working with Families and Local Community to encourage learners to become responsible and caring members of society. They have a clear understanding of what is expected of them and how to show self-discipline.
 | Ofsted reportExamples of opportunities for learners to have roles of responsibility, to care for other members of the school community and to participate in activities in the wider community… |
| 1. Through Teaching and Learning, learners are provided with opportunities to develop the skills necessary to become involved in the decision-making process.
 | Curriculum overview/SoW…Lesson plans on…Self-Evaluation process…Relevant sections of lesson observations |
| **12.6 PROVISION OF SUPPORT SERVICES FOR CHILDREN AND YOUNG PEOPLE** |
| * 1. Provision is made for early identification and assessment of need and procedures are in place for learners and their families to be supported.
 | Admission/ transition information…SEND, inclusion and pastoral information…Identification and assessment of need procedures for learners and their families…Evidence of services provided on site…Evidence of signposting…Teams Around Children (TAC)Teams Around Families (TAF)Education Health Care Plans (EHCP), Individual Education Plans (IEPs)Confidentiality Policy |
| * 1. The learning environment empowers Learners to access support services through school, families and/or independently.
 | Support systems…Curriculum overview/SoW…Lesson plans on…Examples of notice board displays signposting services…Confidentiality Policy |
| * 1. Sensitivity is shown to Learners who are experiencing difficult times e.g. bereavement.
 | This is reported to be the case…Bereavement Policy |
| * 1. There are extended learning opportunities.
 | Examples include … |
| **12.7 SCHOOL STAFF PROFESSIONAL DEVELOPMENT NEEDS, HEALTH AND WELLBEING** |
| 1. Staff are involved in the decision-making processwith regard to Teaching and Learning.
 | Process for informing the SIP by staff…Examples of consultation process… |
| 1. Members of staff, who are supporting the most vulnerable or challenging learners, are provided with the opportunities to discuss and debrief with supportive colleagues or other professionals within clear boundaries of confidentiality.
 | Reflective Practice Model…INSETHandbook…Confidentiality PolicyCAF Training  |
| 1. The school provides opportunities for staff to develop skills in managing social, emotional, and behavioural aspects of learning.
 | SIPCPD file |
| 1. Staff are deployed to support effective learning for all learners.
 | TimetablesLesson plans on…Lesson observations |
| 1. Staff are consulted on training and support needs regarding Teaching and Learning through a regular review process and the SIP supports access to relevant professional development activities*.*
 | CPD fileSIPPerformance management system  |
| 1. The SLT and Governors support the staff by arranging appropriate time to allow for planning, implementation and evaluation of Teaching and Learning.
 | Timetable or other evidence of arrangements forPlanning, Preparation and Assessment time… |
| 1. Staff plan and deploy visitors to enhance teaching and learning.
 | Curriculum overview/SoW…Lesson plans on…Evaluations and assessment… |
| **12.8 CELEBRATING ACHIEVEMENT** |
| 1. The whole school community has time to reflect on and celebrate effort and achievement across a wide range of Teaching and Learning experiences within and beyond the taught curriculum, including those attained outside of school.
 | Open days…Awards/presentation evenings…Family celebrations as appropriate… Examples of themes within assemblies/collective worship… DoJo's…Examples of displays…Website/newsletter…Awards boards…CPD file |
| 1. The school uses its own reward system and/or externally recognised awards to support the enhancement of Teaching and Learning and is consistent in their use.
 | External awards e.g. ASDAN, Duke of Edinburgh, First Aid Certificates, Work Related Learning, Music Grades…Behaviour PolicyExamples of themes within assemblies/collective worship… DoJo's…Examples of displays…Website/newsletter…Awards boards…CPD file |
| 1. Learners contribute to the organisation of celebratory events related to Teaching and Learning, including displays.
 | Examples of specific events and displays and the contribution of learners to the planning process …Learners' representation of change on website |
| 1. Governors receive an annual report on the impact of work to enhance the health and wellbeing of the whole school community against the targets identified in the SIP.
 | Governors’ ReportRelevant sections of SIP |