

‘Good Learning for All’

Classroom Visit Protocol

Gascoigne Primary is committed to ensuring that classroom visits are developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- seek to reach agreement in advance on how classroom visits are to be carried out;
- evaluate objectively;
- report accurately and fairly;
- respect the confidentiality of the information gained.

PRIOR TO THE VISIT

In keeping with Gascoigne’s commitment to ensure classroom visits are supportive and developmental the head teacher will:

- share the pattern of classroom visits with teachers and seek agreement on these arrangements;
- arrange for each senior leader to be paired up with a subject leader and visit one class within each year group;
- provide teachers with the yearly overview in September and the date and time will be shared with individual teachers three weeks before the classroom visit;
- arrange, as far as possible, for all visits to take place at a time agreed between the teacher and the SLT member;
- ensure that there is a reasonable amount of time between classroom visits throughout the year – not more than one per term;
- ensure that constructive oral and written feedback is provided.

The Lesson Visit Overview will be shared at the start of the academic year and will include details of:

- the classroom visit weeks per term for each subject;
- the duration of the visit.

In order that classroom visits are kept to a minimum, and to support efforts to deliver the school's commitment to streamlining data collection and maintaining teachers' well-being, the information gathered will be used for multiple purposes, including informing school self-evaluation and school improvement strategies. This will enable the head teacher to discharge her duty to evaluate the standards of teaching and learning and to ensure that proper standards of performance are established and maintained.

FEEDBACK

Oral discussion will follow as soon as possible after the classroom visit and no later than the end of the following working day. It, where possible, will be given during directed time but this may not always be possible.

Agreed written feedback, following the oral discussion, will be provided within five working days of the classroom visit.

The written record of feedback will include: the date on which the visit took place; the subject observed and the length of the lesson visit. In addition to this, strengths and development points will be detailed; the teacher also has the right to add written comments to the feedback document. No written notes in addition to the written feedback and teacher's comments will be kept.

Teachers will be provided with a signed copy of the feedback document.

ABSENCE DURING SCHEDULED CLASSROOM VISIT

If a teacher is absent on the day of their scheduled classroom visit, this will be rearranged with them on their return to work.

FOLLOWING THE CLASSROOM VISIT

To ensure the children at Gascoigne Primary receive the best education possible and our teachers are given opportunities for continued professional development to enable this – please see flowchart below.

Appendix 1

Enabling 'Good Learning for All' Flowchart

Flowchart

Enabling Good Learning for All Creativity| Inclusivity| Engagement| Productivity



Autumn 2019

Classroom Visit and Pupil Voice

Children do not make good progress / SEND pupils do not make good progress / Disadvantaged children do not make good progress / Teacher's subject knowledge is not secure.

Gather further evidence to assess quality of education: recorded learning, planning, data, does above still apply?

Yes

No

Has the teacher been developed through 'Good Learning for All'?

Yes

No

Monitoring will be part of school's annual monitoring cycle.

Leaders to refer to documents: Teachers Standards (September 2012) and National Curriculum (September 2013)

Children make limited progress / SEND pupils make limited progress / Disadvantaged children make limited progress / Teacher's subject knowledge is not secure enough to enable children to make good progress.

Review teacher's Appraisal targets for UPS/Double Increment

*Inspire to achieve;
persevere to succeed.*

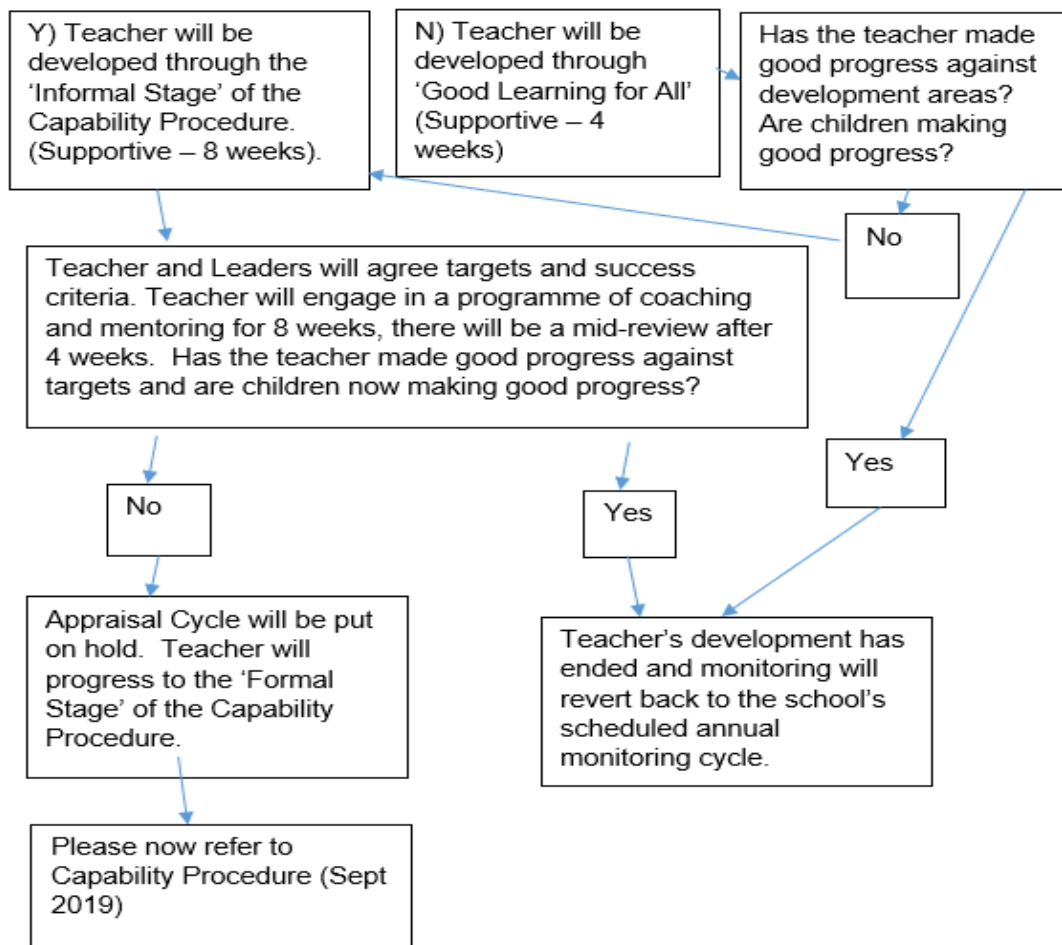
Children make good or accelerated progress / SEND pupils make good or accelerated progress / Disadvantaged children make good or accelerated progress / Teacher's subject knowledge is good.

Teacher to be assigned peer as TOP coach.

Leaders to identify strengths and arrange peer observations to disseminate good practice.

Teacher's practice is consistently enabling children to make good / accelerated progress over time and there is evidence to support this.

Teacher's CPD to be reviewed – NPQML / NPQSL



How will aspects of a teacher's practice be developed through either 'Good Learning for All' or the Informal Stage of the Capability Procedure?

Gascoigne leaders will always ensure that any decisions regarding approaches and strategies to develop identified aspects of a teacher's practice, will have been arrived at through discussions with the teacher.

A combination of the following approaches may be considered; in consultation with the teacher:

- Built in time for reflection to enable teacher to become a more reflective practitioner;
- Facilitate time for collaboration with colleagues to enable them to clarify practice and pedagogy;
- Facilitate time for them to review resources within classroom and for subjects;
- Observing of good practice delivered within lessons by colleagues within the school/within PACE/out of borough;
- Observing good practice within Recorded Learning and facilitating sessions of peer discussion regarding this;
- Team teaching within Year Group or with Subject Lead;
- Training to use assessment to inform planning;
- Peer moderation and validation;
- CPD;
- Mentoring;
- Coaching;
- Review of time management and development of strategies;
- Review of ICT skills and signposting to helpful websites;
- Development of pedagogy;
- Shadowing colleagues in other roles for example FLPs /Learning Mentors;
- Bespoke input from Subject Leads;
- Bespoke input from Senior Leads.

This list is not exhaustive and gives a flavour of what may be expected.

Annual Schedule of Classroom Visits 2019/20 (To be reviewed and reissued)

EYFS **KS1** **KS2** **INSET Days** **Bank Holidays**

SEPTEMBER 2019

M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER 2019

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER 2019

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER 2019

M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY 2020

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY 2020

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	

MARCH 2020

M	T	W	T	F	S	S
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2020

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2020

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2020

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

JULY 2020

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

INSET Days are:

- 3rd September – Safeguarding / PPA
- 18th October – Parent Consultations
- 6th January – Pupil Progress / Data / PPA
- 14th February – Parent Consultations
- 20th April – Pupil Progress / Data / PPA

T+L Review: Classroom Visit Feedback

Date: 15th November 2019

Teacher: Joanne Preston

Year Group/Class: 6/Gold

Time: 9:30am

Subject: Art and Design

Objective: To explore colour mixing.

Leaders please ensure that you are referring to the Teacher Standards overleaf and refer to in Key Strengths / Areas for Development (E.g. TS1/1,2,3)

- **Focus on developing the skills required to meet the expected NC outcomes**
(Appropriate pitch / Skills-focussed LO / Developmental learning steps evident across lessons on MTP)

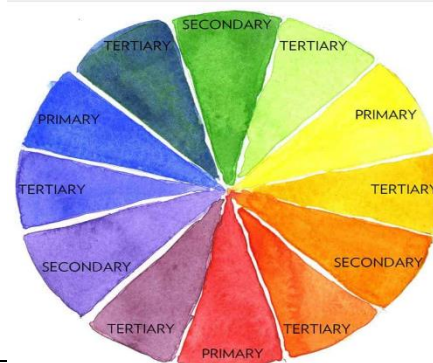
Progression throughout lesson:

Success criteria shared and discussed with children.

Children were introduced to primary/secondary and tertiary colours through a colour mixing chart,

Children observed and discussed the painting 'Memory of the Garden at Etten' by Van Gogh listing colours, classifying them under 'primary' 'secondary' 'tertiary';

Teacher used the Double Primary mixing system and modelled mixing of powder paint, 'paste' consistency and modelled use of paint brush – hand grip (hold like a pencil), pointed tip etc.



- **Clear presentation of subject matter / explanation of concepts**
(Resources / explanations / modelling strategies / language / learning walls / displays / peer support)

Teacher referred to Post-Impressionism and Impressionist art movement. Impressionist artists did not want to paint pictures which looked like photographs but created the feeling of a scene and what it looked like to them.

Teacher constantly reinforced vocabulary related to lesson: primary, secondary, tertiary, colour, mixing, palette, apply, strokes etc

- **Promotion of discussion**
(Enquiry + discussion-based learning / Integral talk opportunities / open-ended discussion facilitated)

While children were painting, the teacher talked to the children about the life of Vincent Van Gogh and showed other paintings; teacher spoke about his life and how he wanted his art to be understood and appreciated by others, that he was considered very talented now but ahead of his time then and that his art was not understood. Philosophical discussion followed about how society should respond to those who have ideas/opinions different from the norm.

- **Systematic checking of pupils' understanding + accurate identification of misconceptions**
(Through Questioning + AfL / Appropriate tasks enable pupils to demonstrate their understanding)

Teacher moved around class and supported children who needed it; children were arranged in mixed ability pairs and were well supported; some SEND pupils were given a template which allowed them to focus on mixing primary and secondary colours only. Teacher addressed consistency of paint and modelled again how to mix and reinforced hand grip and compared to that of holding a pencil.

Plenary: The children were given the opportunity to walk around the class to look at each other's art work and comment – there was a real sense of recognition of effort from the children and celebration of achievement. Children were encouraged to make constructive comments.

- **Clear provision of feedback and subsequent actions to enable progress**
(Responding to assessment information through adapting teaching, focus groups, conferencing etc)

Teacher played music 'Starry Night' by Don McClean while children engaged in peer conversations about how successful they have been against the success criteria. Children were invited to bring the learning of their peers and present on visualiser and discuss it. Good culture of acceptance of constructive critic.

Key Strengths:

- Children were focused throughout and engaged well; children made good progress and acquired new knowledge and practised skills well including the SEND pupils. (TS2/1 TS5/4)
- Children demonstrated good behaviour for learning and were respectful of each other's' stages of learning providing each other with positive peer support. (TS1/1,2,3)
- Teacher showed good subject knowledge throughout – there was clear learning progression (TS4/1,2,5).

Areas for Development:

- Think about how reading can be integrated into such a lesson, pupils given short text of summary of either Van Gogh's life or Impressionist movement to read and discuss with partners and report back. (TS3/3)
- Give children an insight into the next lesson and how the skills and knowledge gained today will be developed/applied in the next lesson(s), i.e. to paint colour studies of still-life object (TS2/2,3)
- Share 'bigger picture' with children and how the learning and skills acquired from this lesson or programme of learning will be useful and applied in future experiences/jobs/careers. (TS2/4 TS3/2)

Signed: _____ **(Teacher)**

Signed: _____ **(SLT)**



PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>