

**MARINA INTERNATIONAL SCHOOL**

**MONITORING OF TEACHING & LEARNING POLICY**

***(To include Performance Management Monitoring)***

## **POLICY STATEMENT**

### **SECTION 1**

Monitoring is defined as a process of continually checking an activity. The continual monitoring of teaching and learning is an essential tool in measuring the school's quality assurance and progress.

Monitoring must be done on a systematic basis over a period of time. It must measure and quantify the quality of teaching and learning to enable the data to be used to set targets and measure improvement grade on grade. The overall purpose of monitoring teaching and learning is to secure particular objectives and set targets that ultimately raise standards in the classroom. In addition, it must identify weaknesses in the quality of teaching so that support may be offered.

In our Conditions of Service, the Head of School is accountable to the Governing Body for:-

- **Monitoring the Curriculum and delivery in the classroom.**
- **Monitoring students' progress.**
- **Monitoring the use of resources.**
- **Monitoring of the P.M Process.**

Further to this, the monitoring of teaching and learning is vitally important for the school to continue its improvement and is an area in which we must always be pro-active. The quality of teaching and learning and the level of student achievement go hand in hand. Monitoring must be used as a tool to ensure quality assurance and therefore ultimately improve student achievement.

MIS is now standardising its Whole School Monitoring in **December 2018** where principles for monitoring would be formally established. Specific quotas and areas for monitoring will be established with Senior and Middle Managers.

The policy will be reviewed regularly and will provide valuable information on the strengths and weaknesses of Departments and Year Teams. It will enable support programmes to be established with members of staff experiencing difficulties **and will have a major impact upon raising the standard of teaching and learning.**

It is now essential that we review the good practice in existence and share that good practice with all Departments and Year Teams across the curriculum to raise standards.

We can use the data to identify areas of strength or weakness and to quantify the quality of lessons to enable us to specify objectives for Departments, Year Teams and for the whole school which are both realistic and challenging, and will ultimately enhance students' achievement.

The policy is designed to support the process of Teaching and learning in the classroom. It identifies responsibilities and procedures in the following areas:

- 1) **The Role of the Leadership Team**
- 2) **The Role of the Middle Managers & Performance Managers**
- 3) **The Role of the Head of School in Teaching and Learning in the School.**

These roles are clearly outlined in **Sections 2 and 3** of the policy but in addition other mutually agreed criteria may be established to create a framework for the organisational and procedural aspects of this policy.

They are:

- 1) **Monitoring will be in three tiers:**
  - a. **Lesson Monitoring (Whole lesson, agreed with staff in advance).**
  - b. **Spot checks (Short visits to lessons, unannounced theme observation).**
  - c. **Book Checks (Monitoring of sets of Exercises)**
- 2) **Monitoring of lessons will be carried out by members of the Senior Leadership and Middle Managers with a focus on Performance Management.**
- 3) **Classroom observation will be undertaken primarily by the performance management reviewer and others who have appropriate professional expertise, consultants and inspectors. The Head of School should ensure that all those who act as observers have adequate preparation and the appropriate skills to undertake observation and to provide constructive feedback and support.**
- 4) **Classroom observations should be supportive and developmental. To minimise the burden on all parties, the classroom observation agreed in the review statement should be multi-purpose wherever possible and provide monitoring information for other purposes, such as school self-evaluation, quality assurance as well as performance management. Classroom observation should be undertaken in accordance with the school's protocol for the conduct of classroom observation and the school's performance management policy.**
- 5) **The whole question of who carries out the Performance Management lesson observations will be determined by the Performance Management tree. It is essential that at the start of the cycle Performance Management Reviewers identify when they intend to carry out their lesson observations with the Reviewee. This will ensure that observations are carried out on all staff according to their entitlement.**
- 6) **To ensure a fair and comprehensive distribution of lesson observations a ratio of 4 formal lesson observations will be carried out per year.**
- 7) **The amount of classroom observation that is planned and agreed in the review statement should be no more 6 in any review cycle. If concerns arise during the review cycle or the**

Reviewee's circumstances change, there is scope, following appropriate discussion, to revise the amount of classroom observation agreed at the beginning of the cycle. In such circumstances additional classroom observation, where necessary, including observation that exceeds 6 hours within the review cycle, may be agreed. This should be recorded in a written addition to the review statement.

- 8) Teachers should have the opportunity to engage in classroom observation with other professional colleagues, by agreement. Developmental peer observations that are initiated by teachers are not part of these arrangements. Classroom observations initiated by inspectors or initiated by external quality assurance agencies as well as Governors visits are also not subject to these arrangements. Even in these circumstances observation should be reasonable, proportionate and fit-for-purpose. Observations for teachers on probation and those following the lack of capability procedure have different rules.
- 9) The school reserves the right for members of staff to request additional lesson observations in cases where a support programme is in place or where they are seeking positive input from monitoring staff to improve their classroom performance.
- 10) There should be a short, written record, on the pro-forma, of the observation, feedback and any subsequent follow-up work. The observation record should be sufficient to meet the needs for individuals and the school.
- 11) Ideally verbal feedback should be given immediately and in any case no later than the end of the next school day. Feedback must include an assessment of the quality of the lesson observed.
- 12) The formal written record of the observation should be made available to the Reviewee within five working days of the observation. The Reviewee should make and where necessary record any comments they may have on the record of the observation.
- 13) The lesson observation pro-formas must be completed and returned to the Head of School immediately the observation has taken place.
- 14) Lesson observation pro-formas will be retained by the Head of School. These pro-formas are available for the Performance Management Reviewer to view with regards to the collection of information for performance management interviews. Information on lesson observation pro-forma will be treated as confidential.
- 15) To enable the lesson observations to be carried out on a regular basis, they should be distributed evenly throughout the year. The Leadership Team and Middle Leadership and Management must carry out observations on a basis of two per semester.

### **PRINCIPLES**

As part of the review of the Monitoring of the Teaching and Learning Policy, a number of key principles have been identified and will form a new focus for developments in this area.

1. **Performance Management** - By ensuring that Performance Managers play a key role in the process of lesson monitoring, we are creating a situation where the Performance Manager has the best possible overview of the member of staff's development. This is a key role in improving the quality of our Performance Management and will enable the Performance Manager to be in the best possible position to make evidence based recommendations to the Leadership Team relating to targets achieved.
2. **Department Based Monitoring** - By making Heads of Department responsible for both Performance Management and the majority of Lesson Observations, we enable these experienced staff to use their expertise of their subject area to assess both quality of lesson delivery and the teachers overall development within the Department and School.
3. In the Review we have moved towards the principle of teachers monitoring other teachers and other members of staff who have direct interaction with students. Performance Management of other support staff will be dealt with separately.
4. As a school, we maintain our focus on the monitoring of teaching and learning and its delivery to our students. This quality assurance aspect is essential if the school is to continue its present academic progress.
5. This review recognises and complies with the guidance for the Monitoring of Teaching and Learning.

## **SECTION 2 – MONITORING ROLES**

### **1) Leadership Team**

#### **A. Formal Observations**

To monitor Teaching Staff indicated on the Performance Management Tree on 4 occasions each, spread throughout the year.

**Action:**

- i) Follow up discussion with member of staff.
- ii) Send a copy of pro-forma to:-
  - Head of School
  - Head of Department
  - Teacher being monitored

**B. General Classroom Visits**

A minimum of 1 unannounced visits to lessons per week.

**Action:**

- i) If concerns – speak to member of staff.
- ii) Speak to Head of Department plus inform Head of School.

**C. Monitor annually and sign a minimum of 15 sets of exercise books.**

- i) If concerns speak to Head of Department.

**2) Role of Head of Department carrying out Performance Management**

**A. Formal Observations**

Monitor Teaching Staff indicated on the Performance Management Tree on 4 occasions each, spread throughout the year.

**Action:**

- i) Follow up discussion with member of staff.

Send a copy of pro-forma to:

- Head of School
- Teacher being monitored

Where concerns exist:

- i) advice and support
- ii) set targets
- iii) re-visit
- iv) discuss concerns with Head of School in link meetings
- v) seek INSET, if appropriate

It is strongly advised that Heads of Department and post holders keep records of all actions taken in support of teacher.

### **SECTION 3 – THE ROLE OF THE HEAD OF SCHOOL RESPONSIBLE FOR MONITORING TEACHING AND LEARNING IN THE CLASS ROOM**

- 1) To organise and co-ordinate the monitoring programme across the whole school.
- 2) Overview the targets of all monitoring staff to ensure they are achieved.
- 3) Collate all information on lesson monitoring carried out, to formulate quantitative information on the quality of teaching and learning in the class room.
- 4) Evaluation of this data and appropriate action.
- 5) Link meetings with Heads of Department and other monitoring staff to discuss concerns where necessary.
- 6) Organise INSET for individual staff.
- 7) Feedback to Leadership Team and Governors on monitoring in the classroom. To use data to evaluate performance and set challenging targets at Department, Year Team and Whole School level.
- 8) At the beginning of each academic year, all Post Holders involved in monitoring will receive information from the Head of School in which they will find all the necessary documents for the various monitoring procedures that they will need to carry out. In addition, clear target deadlines will be stated.

### **SECTION 4 – WHOLE SCHOOL MONITORING**

As per Policy, each member of staff will be monitored for at least 4 hours in any one Performance Management Cycle with the exception of teachers on probation. All observations relate to the Performance Management procedure and should be carried out by the Performance Manager.

**TEAM : Deputy Academic  
Performance Manager  
Observations overview of:-  
HoDs/KS Leaders  
All teaching staff**

**TEAM : Deputy Pastoral  
Performance Manager  
Observations overview of:-  
HoY's/KS Leaders/Form  
Tutors**

**TEAM : BAM**  
**Performance Manager**  
**Observations overview of:-**  
**All Admin staff**

**HoS**  
**Performance Manager**  
**Whole School Overview**