

# Woolton High School

## Curriculum Monitoring Policy 2021-22

At Woolton High School three areas are regularly monitored;

- Curriculum planning, assessment and tracking of pupil progress
- Curriculum delivery
- Marking and feedback to pupils

The School Self Evaluation Form and the School Development Plan set out the framework for school improvement and within both of these documents are details of how the curriculum and teaching performance and pupil progress are being improved over time.

### **The monitoring of curriculum delivery will be carried out in the following ways:**

A schedule of classroom observations.

Classroom observations will take place on three levels:

- (i) Peer observations – can be arranged and agreed between colleagues where it is deemed to be of benefit. They will focus on a predetermined area of the curriculum or aspect of teaching. These will take place flexible as required and will be recorded using the Peer Observations form. Evaluations of curriculum delivery and appropriate feedback, both verbal and written should be given to each member of staff who has been observed. Staff will be encouraged to keep a record of observation notes in a specified file and a written evaluation of each lesson, suggesting future developments. This information will contribute to strategic planning / individual teacher CPD.

Each member of staff will be observed on at least one occasion in each term period as part of the senior management observation schedule. The number of observations may increase if a particular area of concern arises in connection with the performance of any member of staff, or for the purpose of Ofsted 'Deep Dive' type reflection of a particular area of the curriculum offer at school.

- (ii) - The Head teacher will organise a lesson observation schedule as and when required - usually once a term, but once each half term where a teacher is under the NQT / Early Career Teacher (ECT) Framework. A rationale for the observation schedule will accompany the schedule and all staff observed will be given feedback in both verbal and written form. At

least 48 hours' notice will be given to all teachers ahead of observations, which will be carried out by the Head teacher and / or the Deputy Head. - Governors / LSIP observations – as part of the Governing Body's commitments, governors will also participate in lesson observations as part of the ongoing process of 'governor challenge' (usually once a year). The governors conducting shared lesson observations with the Head teacher must have past experience of working as a teacher in schools. Feedback from lesson observations will be reported to the full governing body. The Local School Improvement Partner will also accompany the Head teacher for joint lesson observations, again to moderate the judgements about the quality of curriculum delivery that have been judged by the Head teacher and governors.

- (iii) Learning walks can be conducted at any time during any school day without the need for a formal announcement to teachers. However formal, announced learning walks will also take place three times a year to further ensure the quality of learning and teaching across all areas of the school curriculum. These focused learning walks will be undertaken by the Head teacher / Deputy Head teacher, although they may also be accompanied by governors / LSIP for greater quality assurance and rigor.

In summary, each of the above levels of formal classroom observations should provide

- a. a meaningful rationale / focus of the observation.
- b. an observation schedule / notification of expected time of observation.
- c. verbal and written feedback/evaluation (copies of written notes to be kept centrally).
- d. an end of schedule evaluation/assessment
- e. reports on findings to SMT/GB

**The monitoring of curriculum planning and development will take place in the following ways:**

A **curriculum audit will** take place once a year, conducted by the Head teacher / Deputy Head teacher, who will then report findings of the audit to the Governing Board. The audit will be completed prior to and will inform the focus of governor lesson observations

## **Planning:**

At the start of each half-term period, all staff will be required to hand over their curriculum files to the Deputy Headteacher.

These files should contain;

- Up to date policy documents
- Long-term schemes of work
- Medium-term plans for the next half-term period
- Annual subject development plans
- 3 weekly evaluations
- Curriculum Monitoring Observations
- GCSE/BTEC Tracking Document
- Pupil Tracking Document
- Assessment Profiles for each pupil

Any amendments or changes to existing documents must be evident as teaching staff must provide information relating to targets which have or have not been met. It is expected that staff keep these files up to date. Planning must be informed by quality evaluations and all curriculum areas must be maintained in line with current developments.

Planning will be monitored on a half termly basis, with teachers planning being required at the beginning of each half term. All staff will be given feedback on their planning in either verbal or written form.

To allow for continued school improvement and good practice, staff are expected, as is outlined in "School Teachers' Pay and Conditions Document", to follow the above planning procedures to the full. Failure to provide completed, up to date planning at the agreed time may lead to disciplinary action as this can undermine pupil progress and curriculum delivery.

## **The monitoring of pupil progress will take place in the following ways:**

Staff are expected to keep up to date records of pupil progress and other assessment information in line with the school policy on assessment, recording and reporting to an agreed format. Pupil Progress is tracked through SIMS, as school tracks progress of every pupil for every subject area.

Class teachers are responsible for ensuring that these records are kept up to date and that regular, agreed input is maintained.

Each term, a summary of progress is sent home to parents / carers outlining the performance of their child for that term.

Each summer, a detailed end-of-year report is sent to parents that illustrates all elements of pupil attainment information and includes test results (if applicable), teacher assessments for that academic year and a direct comparison to national results.

Woolton High has a policy on marking and all staff are conversant with its guidelines and are expected to keep pupils work marked with evidence of thoughtful guidance to facilitate progress.

Pupil progress in a broad sense is further monitored in less formal ways in school, for instance in the Friday Praise Meeting. Records are kept of awards and of performance scores within the performance points system in Behaviour Watch.

**This policy was ratified in Sept 2021**

**This policy will be reviewed in Sept 2022**