



# BRIGHTON GIRLS

## QUALITY EDUCATION ASSURANCE: TEACHING & LEARNING POLICY

### **Document Control**

**Document Owner & Contact Person :**

Kate Ashdown  
Deputy Head

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## 1. PURPOSE & APPLICABILITY

This policy provides guidelines for the arrangements that have been made by Brighton Girls related to the Quality Education Assurance of Teaching and Learning. This policy is applicable to Brighton Girls' Senior & Sixth Form School.

## 2. LIST OF ABBREVIATIONS & MEANINGS

BGS	Brighton Girls' School
DFE	Department for Education
DFO	Director of Finance and Operations
Firefly	School Communication System
GDST	Girls' Day School Trust
HoD	Head of Department
ICT	Information and Communication Technology
KS	Key Stage
MA	More Able
QEA	Quality Education Assurance
QTL	Quality of teaching and learning
SEN	Special Educational Needs
SoW	Statement of Work
<b>May / Should</b>	Advisory
<b>Shall / Must</b>	Mandatory

### 3. GENERAL REQUIREMENTS

#### 3.1 INTRODUCTION

We aim for excellent teaching and learning in our school. This will be evidenced by demonstrably high standards across all departments and phases and by clear progress for students.

“Quality Education Assurance” (QEA) is shorthand for the systems and procedures that allow a school, through its management processes, to ensure and affirm that teaching, learning and pastoral care are of the highest standard.

#### 3.2 AIMS

Quality Education Assurance helps make sure that what happens in the classroom and across the school fulfils the school's aims, so that pupils at Brighton Girls are free to shine academically and socially. QEA makes it possible to:

- Identify and share best practice
- Ensure consistency of delivery and approach across the school
- Identify training and professional development needs
- Ensure that key policies are applied consistently
- Track student welfare and progress, and inform intervention
- Inform department, section and school action plans
- Provide secure evidence for appraisal o Evaluate the impact of the department's, section's and school's stated aims

At Brighton Girls high quality teaching and learning starts with clear school and department policies; for example, the policy for assessment and marking. All our policies and expectations have been informed by teaching expertise and experience, GDST Teacher Standards, as well as national and ISI criteria. Evidence generated by QEA may be used as part of staff PDP, but this is not the purpose of the process: the school's focus is on ensuring high and consistent standards and outcomes for pupils across the school.

#### 3.3 LEADERSHIP AND MANAGEMENT OF QTL/QEA

The Deputy Head Academic oversees QEA for Brighton Girls. The role of Heads of Department and Phase Leaders is crucial.

As leaders they need to articulate their own beliefs and values about the nature of learning and the importance of teaching, whilst reflecting on the influence of accountability. In order to do this, leaders have personal responsibility to:

- Remain informed on up to date regulatory standards and criteria
- Pursue continuous professional learning and development
- Engage with research

- Regularly reflect on how their leadership impacts on the teaching and learning in their area of responsibility

### 3.4 PORTFOLIO OF EVIDENCE TO SECURE THE QUALITY OF TEACHING AND LEARNING

HoDs/Phase Leaders should organise a yearly schedule for QEA and keep a portfolio of the evidence used to secure the quality of teaching and learning. A Firefly site for each member of staff (visible only to the staff member, the line manager and SLT) is available for staff to collate evidence electronically in preparation for a PDP meeting and to store relevant documents. Line managers may wish to store QEA documentation here.

The documentation might be seen as forming a series of linked 'levels'. These notes are intended as guidance in collecting and recording the evidence at the second of these levels.

Level 1:	School and departmental policies; programmes of study; pupils' prior performance data
Level 2:	Classroom observation, learning walks, pupil feedback, work scrutiny, pupil data, schemes of work
Level 3:	Department/Phase analysis of exam results, SEF, development and action plans

The role of the Head of Department is crucial given it is their responsibility to ensure that colleagues understand:

- What constitutes an excellent lesson
- How to scrutinise pupils' work
- How to stimulate and frame pupil feedback
- What reliable and valid assessment looks like
- How to interpret and act on data
- How to implement evidence-based practice and experimentation
- How to actively engage with professional development and learning

The notes below take the following sources of evidence as the basis for securing the quality of teaching and learning in the school:

- Direct observation of lessons, by whatever means
- Responses of parents and pupils to questionnaires; interviews with pupils and staff
- Scrutiny of work; records and documentation
- Analysis of data, and other evidence of progress and achievement

Sustained professional learning is most likely to result when:

1. the focus is kept clearly on improving student outcomes;
2. feedback is related to clear, specific and challenging goals for the recipient;
3. attention is on the learning rather than to the person or to comparisons with others;
4. teachers are encouraged to be continual independent learners;
5. feedback is mediated by a mentor in an environment of trust and support;
6. an environment of professional learning and support is promoted by the school's leadership.

*Coe, R. and Aloisi, C. and Higgins, S. and Major, L.E. (2014) 'What makes great teaching? Review of the underpinning research.' Project Report. Sutton Trust, London*

### 3.5 QTL SYSTEMS AND COLLECTION OF QEA EVIDENCE

Evidence collected for QEA must remain part of a transparent process of sustained professional development for teachers, whereby feedback is provided and relevant action plans discussed. This is a crucial element of the leaders' role in securing and ensuring the quality of teaching and learning in their area of responsibility.

3.5.1 At Brighton Girls, teachers will be observed at least one every year – either by their line manager or SLT – and lessons will be evaluated in accordance with the agreed Brighton Girls lesson observation tool – see appendix.

3.5.2 All staff have access to year group pupil voice responses regarding teaching and learning. There is no requirement for teachers or line managers to make use of pupil voice in the PDP or QTL process although, of course, teachers may do so if they wish.

3.5.3 Brighton Girls will use a range of pupil data sources to make judgements about the quality of teaching and learning, including Department data, SIMs data, GDST data, Midyis, ALIS, PIPS and NFER data. The focus will always be on value-added progress for girls.

The various types of evidence might be used to identify particular areas of excellence or concern. **But in building up a complete picture, no single piece of evidence or observation should be given undue weight. Any concerns identified through any one piece of evidence should be explored further through other evidence.**

The process should be conducted through departments/phases, and be focused on pupils, not primarily on individual teachers.

However, elements of QTL will be used within the PDP process. Lesson observation documentation should be stored on the teacher's PDP page and in the Department's portfolio of QEA evidence.

### 3.5.6 QEA EVIDENCE: LESSON OBSERVATIONS

Classroom observation should aim to evaluate how the planning and teaching contributes to the outcomes of the pupils, rather than focusing on the performance of the teacher.

It is helpful to consider the lesson itself alongside other evidence such as longer-term planning, work scrutiny, pupil data and pupil feedback, in order to get a more rounded picture of the pupils' experience and achievements.

Senior or Phase Leaders and HoDs conduct lesson observations as part of PDP reviews, for newly-appointed teacher probation periods, and for evaluating student outcomes and the quality of teaching. At least one formal classroom observation should be undertaken for each staff member per academic year. HoDs/Phase Leaders should ensure that a range of teaching groups are observed each year.

Before the observation, there should be clarity about the context of the lesson, the activities planned, and the learning objectives. Classroom observations should always involve the drawing of sensible conclusions from the evidence, followed by feedback and an action plan. The formal observation should not be given a grade but it should make up part of the basket of evidence a teacher may present as part of the PDP process.

The Brighton Girls' lesson plan and lesson observation templates should be used.

As well as line managers observing members of their team teach, approaches such as peer observation, lesson study and the use of recording equipment are very useful prompts to collaboration, self-reflection, debate and innovation. Record-keeping and evaluation may form part of these activities, but tend to be less important than the process itself.

#### 3.5.6.1 QEA EVIDENCE: LESSON OBSERVATIONS: WHAT ARE ISI INSPECTORS LOOKING FOR?

ISI evaluation begins with outcomes – pupil learning, progress, achievements, looking at both academic and personal development. ISI guidance describes “a triangulation between Teaching, Learning and Achievement, with the first two largely explaining the third. They place emphasis on this ‘big picture’ of the lesson. While it is easy to concentrate on the teaching, which is often the most visible part of

a lesson, the main focus of all QTL must be on outcomes. Learning is more difficult to gauge than teaching and should show the contribution which the pupils make to the effectiveness of the lesson (through positive attitudes and well-developed skills). It is not a question of describing what the teacher has enabled the pupils to do – that is Teaching:

- Achievement: it is made clear how well the pupils know, understand and can do certain things: e.g. 'they have a good knowledge of technical vocabulary such as hygroscopic'.
- Learning: their attitudes and skills are revealed: e.g. 'they have an enthusiastic and vivid recall of poetic language such as Tennyson's description of the eagle – 'like a thunderbolt as he falls''.
- Teaching: the effectiveness of a method is emphasised: e.g. 'it is clear that successful teaching has enabled the pupils to be confident in working out speeds from knowledge of distance and time'."

It is difficult in practice to distinguish between these three components. Ultimately, the observer is making a holistic judgement.

Research has shown that the quality of teaching comes down to three factors, only the third of which varies significantly from lesson to lesson, for an individual teacher. The other two are established over time and seem to remain fairly constant for that teacher:

### 1. Classroom management

Creating the conditions for quality learning; avoiding distractions; setting clear rules and protocols; efficient organisation; well-structured lessons; smooth transitions.

### 2. Support and feedback

Enhancing motivation by creating a positive learning environment; caring teacher behaviour; supportive approach to errors and misconceptions; fostering a positive teacher-student relationship; providing constructive feedback.

### 3. Engagement and challenge

Assisting student engagement in higher-level thinking; 'teaching for understanding'; providing challenging tasks; activating previous knowledge; building on previous experiences; posing stimulating questions.

#### 3.5.6.2 QEA EVIDENCE: LESSON OBSERVATIONS: What are observers looking at/for?

There follows a description of some of the elements to be found in an excellent lesson, drawn from earlier ISI guidance and elsewhere. It should not be used as a checklist: excellent lessons do not have to include all the characteristics listed below:

Pupils show a strong sense of enthusiasm, active engagement and enjoyment; they learn well both independently and collaboratively and take responsibility for their

learning by evaluating their own progress accurately; they know how to improve and respond well to constructive feedback from teachers and peers. Pupils think for themselves, confidently hypothesise, accurately analyse data and text, synthesise information accurately, and can apply their knowledge to new situations. They are actively involved in lessons, challenge their own understanding and that of their peers and teacher.

Evidence might include: pupils understand what they are doing and why, seeking and providing help when necessary; all pupils are willing to contribute; taking pride in their work; evaluating their own progress and setting their own targets for improvement; providing constructive peer assessment; using a variety of learning styles; working well in pairs/groups; able to make choices about the way they carry out and present their learning; able to identify 'next steps' in their learning; exhibiting effective behaviour for learning; appreciating the 'big picture' and the context of their learning. Pupils demonstrate evident effort and persistence. Pupils are highly productive in individual work and in collaboration with others; they draw knowledge from a wide range of sources, including previous learning, and display sophisticated study skills for their age. Pupils ask quality questions and answer demonstrating hypotheses, analysis and synthesising skills.

Learning demonstrates that all groups have made good progress, and some have made exceptional progress, by acquiring knowledge, developing understanding and practising skills exceptionally well. The climate for learning is very positive, with pace and purpose to the lesson. Relationships are very positive with high expectations of all pupils.

Teachers deliver consistently challenging and interesting lessons, stemming from excellent subject knowledge and knowledge of the pupils, as well as tangible enthusiasm. The techniques and resources used, including new technology, make a marked contribution to support, develop and challenge all pupils. Effective questioning and assessment strategies are used powerfully to check pupils' understanding throughout the lesson and intervene where necessary. High levels of collaboration and pupil-led learning are encouraged.

Evidence might include: differentiated planning of tasks, outcomes and resources; varied techniques are used to assess prior learning and engage pupils from the outset; pupils arrive promptly, settle quickly and engage enthusiastically with tasks throughout the lesson; objectives and high expectations are shared with pupils; modelling, exemplar work, and success criteria are used; the teacher is aware of the capabilities and needs of all individuals and groups of learners; tasks encourage pupils to develop a range of skills, including ICT, literacy, numeracy and thinking; varied pace is used creatively to provide a variety of learning opportunities, facilitate challenge and support high engagement and motivation; collaborative tasks are thoughtfully planned and well-managed; a range of questioning

techniques is used effectively; assessment criteria are shared and utilised; progress is reviewed during and at the end of each lesson; intervention is responsive based on effective assessment; ICT is used to enhance learning; homework provides students with opportunities to enrich and extend their learning.

### 3.5.7. QEA EVIDENCE: LEARNING WALKS

Learning walks are an important part of our policy on ensuring and securing the quality of teaching and learning. Learning walks are an informal exercise, observing all teaching staff.

The purpose of a learning walk should be to identify, explore and follow up on particular areas of practice, as evidenced across a group of classes. It might focus on particular sub-groups of pupils within classes.

#### 3.5.7.1 USES OF A LEARNING WALK:

- Gathering evidence for departmental self-review and to inform school self-evaluation and improvement strategies.
- Focusing on the quality of practice in specific areas, e.g. assessment for learning; use of questioning, &c.
- Checking achievement across a year group. These might therefore take the form of 'drop-ins' by a HoD/Phase Leader to all classes in a particular year group.
- Focusing on a particular group of pupils (e.g. pupils with SEND).
- As part of a collegiate responsibility program for a group of teachers to share best practice and agree areas for department or phase development

#### 3.5.7.2 FOCUS AREAS OF A LEARNING WALK

A learning walk should focus on a number of clearly identified aspects of teaching and learning, such as:

- How effective is the climate for learning? (looking at engagement and behaviour of pupils)
- Have measureable learning outcomes been shared? Do pupils know what they are doing and why?
- Have high expectations and a high level of challenge been set?
- Is there evidence of differentiation?
- What is the quality of questioning?
- Do students understand in detail how to improve their work?
- Is learning effectively reviewed?
- Is group work managed effectively to maximise learning?

#### 3.5.7.3 ORGANISATION OF LEARNING WALK

Teachers should be made aware of when learning walks are taking place (as in

which week, not specific lessons), the focus of the walk, and how findings will be fed back and used.

Findings would generally be aggregated (as indicated in the following template) and discussed at department/phase level. Observations on strengths or areas for development might also be discussed as part of the PDP process and learning walk documentation should use the Brighton Girls template and be stored on the teacher's PDP page and in the Department's portfolio of QEA evidence.

Any specific concerns raised in the course of a learning walk should be followed up through classroom observations or work scrutiny.

#### 3.5.7.4 LEARNING WALKS AND DISPLAYS / DEPARTMENT SPACES

Learning walks also provide an opportunity to ascertain how the phase/department presents itself to visiting pupils, parents, teachers, partners and inspectors. To this end, displays can give a lasting impression. Displays can be used to evidence many of the distinctive elements of a phase/department's provision and achievements.

Displays might evidence a range of pupil outcomes:

- Pupils' achievements in scholarships and competitions
- Pupils' ability to demonstrate initiative and independence
- Pupil progress, understanding and enjoyment of learning
- Career education provision and destinations of alumna
- Pupils' contributions to others, the school and the community
- Scholarship
- &c.

#### 3.5.8 QEA EVIDENCE: PUPIL FEEDBACK

Pupil feedback can be an important part of QEA. Pupil responses to targeted questions, in questionnaires or in interviews, can contribute to a balanced picture of the quality of both teaching and learning, looking at 'process' as well as 'product'. Departments are encouraged to use pupil feedback in any way they wish to help develop teaching and learning

Pupils can give valuable feedback on what they know and understand about the subject; where they feel they make good progress and where they don't; whether they feel they are valued and listened to in lessons; whether they are encouraged to take risks; the difficulties they have and what they are doing to address them; whether or not they receive helpful feedback; whether they feel comfortable about asking for help; what helps them to learn better and why; what stops them and why; what their targets are and how can teachers help them do better; what do they

need to do to move on; and what learning opportunities and activities would they like to try out in the future.

### 3.5.8.1 PUPIL FEEDBACK AS EVIDENCE

As with classroom observation and work scrutiny, the emphasis should be on the quality of the interaction between teacher and pupil over the longer term, not relying on an isolated 'snapshot'.

Pupil feedback should be used as indirect or secondary evidence, which should be followed up through other evidence, e.g. from pupil data, work scrutiny and classroom observations. Findings might be discussed in the PDP self-evaluation, but are not expected to contribute directly to a Performance Rating Report.

### 3.5.8.2 ORGANISATION OF STUDENT VOICE

The school carries out annual student voice surveys of every year group each year. These explore the girls' views on a range of topics, including attitudes to learning, stretch and challenge, support for learning and so on. Their responses are a rich source of information for quality assurance.

### 3.5.8.3 DEPARTMENT PUPIL FEEDBACK

Departments may wish to carry out their own student voice exercise and these questions could be adapted usefully:

1. Yes/No responses:

- a. Do you know your target grade in ...?
- b. Do you know how to make progress towards it?
- c. Does the teacher regularly share learning objectives with your class?
- d. Does the teacher regularly review progress and objectives during your lesson?

2. Answers along a scale (e.g. 1-5):

- a. How much do you enjoy your lessons?
- b. Do you feel you make progress during your lessons?
- c. Do you feel feedback and marking help you to improve?

3. More detailed responses:

- a. What aspects of your lessons do you enjoy most?
- b. What would you like to change/improve about your lessons?
- c. Describe something you have done recently that has helped you develop your independent learning skills.
- d. What opportunities are you given to work or learn with other people? How do you benefit from that?

The way a question is framed will vary depending on the age of the pupils.

#### 3.5.8.4 USE OF PUPIL FEEDBACK DATA

As with classroom observation and work scrutiny, the emphasis should be on the quality of the interaction between teacher and pupil over the longer term, not relying on an isolated 'snapshot'.

Pupil feedback might be used as indirect evidence in terms of teacher performance, but in this case should be followed up through other evidence, e.g. from pupil data, work scrutiny and classroom observations.

#### 3.5.8.5 ISI GUIDANCE ON CURRICULUM INTERVIEWS WITH PUPILS

Pupils show pieces of work they find particularly interesting and describe the circumstances in which they were produced. Inspectors gently probe their understanding, knowledge and skills. Inspectors ask also about the extent to which pupils are able to investigate the subject for themselves and to take some initiative in their work. They also explore whether pupils have gained SMSC understanding in the course of their subject work.

#### 3.5.9 QEA EVIDENCE: SCRUTINY OF PUPILS' WORK

Heads of Department/Phase Leaders should undertake regular scrutiny of pupils' work to ensure compliance with the school's assessment and marking policy, to confirm that marking of pupils' work is giving positive feedback alongside targets for improvement, and to help track progress between years and teaching phases. Work scrutiny may also focus on how well pupils' individual targets are communicated and aligned with the work completed and targets achieved, as well as such topics as presentation.

##### 3.5.9.1 WORK SCRUTINY RECOMMENDATIONS

It is recommended that HoDs/Phase Leaders conduct work scrutiny covering all classes and year groups over the course of an academic year.

ISI educational quality inspections focus particularly on evidence of progress and achievement across all sub-groups, including SEND, EAL and the most able.

##### 3.5.9.2 WORK SCRUTINY OUTCOMES

Looking at pupils' work in a systematic way makes it possible to contribute to a balanced picture of the quality of both teaching and learning, looking at 'process' as well as 'product'. It gives a sense of the way in which teachers have planned and implemented schemes of work, and at the ways in which they respond to, challenge and encourage pupils.

As with classroom observation, the emphasis should be on the quality of the interaction between teacher and pupil over the longer term, not relying on a 'snapshot' of one or two pieces of work. Work scrutiny constitutes direct or primary

evidence which may be used in the PDP process, and in Performance Rating Reports.

### 3.5.9.3 WORK SCRUTINY DOCUMENTATION

The Brighton Girls work scrutiny template should be used and this can be adapted to suit Department needs. It should be stored on the teacher's Firely PDP page and in the department's QEA portfolio of evidence.

### 3.5.9.4 ISI GUIDANCE ON WORK SCRUTINY

"Pupils' work is viewed for general impressions of the quality of Teaching, Learning and Achievement.

Inspectors focus on:

- Volume of work
- Presentation
- Variety
- Use of ICT
- Evidence of marking and reporting.

The work scrutiny includes samples of the most recent reports to parents, teachers' records and, for pupils with special educational needs and/or disabilities, their statements/EHC plans and/or individual education plans (IEPs)."

Students should be encouraged to maintain, organise and keep their work methodically and throughout their school life.

"Factors noted:

- Teaching: volume of work, curriculum coverage, marking, reporting.
- Learning: presentation, volume of work, application of skills, response to marking.
- Achievement: indications are harder to interpret on this limited evidence, and are more likely to emerge from the curriculum interviews.
- Contribution to broader education, e.g. SMSC development."

### 3.5.10 QEA EVIDENCE: ANALYSIS OF DATA

Heads of Department/Phase Leaders should use a range of assessment and progress data to guide QTL. Benchmark data include PIPS, MidYIS, NFER data GCSE and A level results and GDST inform ([www.inform.gdst.net](http://www.inform.gdst.net)) and SIMS progress tracking. Individual pupil progress is monitored through the use of MidYIS / NFER targets and chances graphs based on the benchmarks. 'Value-added' data are drawn from statistical comparisons of paired sets of benchmark results.

### 3.5.10.1 RELIABILITY OF DATA

However, it is vital to acknowledge that analysis is worthless unless the data is reliable and understood and the information it elicits is employed in the classroom and elicits outcomes. The right questions need to be asked of the data to allow for meaningful action plans to be developed. It is the responsibility of the HOD to ensure their internal assessments remain reliable, valid and without bias. The use of data is predicated on the ability of teachers to provide accurate assessments. This involves training, and the use of department/phase meetings for standardising/moderating pupil work.

### 3.5.10.2 USES OF PUPIL PERFORMANCE DATA

Pupil performance data is used to:

- Identify patterns of success and underachievement
- Establish reasons for success and under-achievement
- Implement appropriate strategies to raise attainment

Key questions a classroom teacher would ask of the data and share with their line manager, department team and pastoral team include:

(Topic specific analysis)

- What standards warrant more time for whole-class instruction, re-teaching and review?
- Why did the pupils not learn the standard?
- What teaching techniques will be used to address these standards?

(Whole class overview dashboard)

- Which group of pupils over-performed/under-performed in this assessment cycle? Why?
- What intervention needs to be put in place?
- How will the lessons learned effect change in the next teaching cycle?

### 3.5.10.3 PERFORMANCE DATA MEETINGS

Performance data meetings should take place between HoDs/Phase Leaders and the teachers in their department/phase at relevant points throughout the year. These will also feed into and provide evidence for subject review meetings.

### 3.5.10.4 PERFORMANCE DATA QUESTIONS

Key questions for HoDs/Phase Leaders to consider:

- How are individuals and classes performing against MidYIS/ALIS/PIPS / NFER predicted/realistic/ambitious grades?

- Is performance consistent or inconsistent with previous years?
- Are some classes performing better or worse than others?
- How are different cohorts performing? (by predicted grade/SEN/Gifted and Talented)
- What departmental factors are influencing performance?

HoDs/Phase Leaders should also consider whether teachers in their department/phase:

- Keep accurate and up-to-date mark books
- Make good use of pupil baseline data
- Monitor pupil progress against individualised targets
- Provide thorough and regular reporting
- Identify and address underperformance.

The importance of using pupil data to facilitate pupil progress is articulated in the GDST Teacher Standards. It may be included in PDP self-evaluation and target-setting. Data on pupil progress constitutes direct or primary evidence, which might be used in Performance Rating Reports.

### **3.5.11** QEA EVIDENCE: PLANNING, RECORDS AND DOCUMENTATION

Just as ISI inspectors look at teachers' records and documentation, HoDs and Phase Leaders should monitor the documentation of pupil progress, and schemes of work, with findings that might be discussed in PDP and used to improve pupil outcomes by developing teachers' pedagogical practice and understanding.

HoDs/Phase Leaders need to be able to assure themselves and others of the:

- Currency and accuracy of mark-books/records
- Systematic use of pupil baseline data
- Efficacy of target-setting and monitoring of individual pupils
- Clarity, thoroughness and utility of reports
- Effectiveness and appropriateness of other communications with parents.

Teachers are expected to follow specifications, programmes of study and schemes of work in order to ensure that the order, coverage and pace of topics are appropriate. Planning, as evidenced in schemes of work, should show consideration for those elements that constitute excellent teaching and learning as described in both the GDST Teacher Standards and the ISI's Teaching and Achievement descriptors.

Many aspects of planning are monitored in practice through classroom observations and work scrutiny. In addition, in monitoring schemes of work, HoDs/Phase Leaders might look for evidence of:

- Consistency with department/phase programme of study
- Knowledge of subject
- Knowledge of pupils and how they learn
- Clarity of objectives for learning and progress
- Evidence of differentiation/extension/challenge/high expectations
- Links to prior learning/other subjects/next steps – including higher education and employment
- Opportunities for independent and collaborative learning
- Use of assessment to monitor understanding and achievement
- Use of resources, including ICT
- Development of thinking skills/literacy/numeracy/communication/study skills
- Opportunities for pupil choice
- Consideration for health and safety (where appropriate)
- Opportunities that enable access to achievements in scholarships, competitions and other academic distinctions
- Links to careers education and the broader curriculum.

The way a teacher plans is fundamental to both approach and effectiveness. It underpins the GDST Teacher Standards, and should be an integral part of PDP self-review.

Planning should be informed by data analysis and all class teachers should also be led by the HOD and encouraged to make regular and informed use of assessment data. This is dependent on their having spreadsheet skills such as knowing how to 'hide' rows and columns, and using the filter function on Excel columns.

### 3.5.12 QEA EVIDENCE: REPORTING OF PROGRESS

Good record keeping means that data is accessible and understood to develop pupil progress but it must also form the basis of dialogue not just among teachers, but between teachers and pupils, and between school and parents.

HoDs and SLT work together at Brighton Girls to devise effective assessment systems. HODs are responsible for communicating these to their teams, making sure assessment systems and procedures are understood by all, that the data are presented and reported in a way that makes sense and can be acted upon in a meaningful way.

Data should be readily available, easy to use and effective for all levels of professionals with a stake in the achievement of the pupils. The benefits of presenting data in a user-friendly format include:

- improved classroom teacher and middle leader engagement with data
- easier monitoring of data for pastoral staff
- enhanced evidence-based teaching practice



- more effective communication with pupils and parents about academic achievements
- development of a culture of feedback through an academic year, not just retrospectively.

To guarantee that collected data are used in a timely and effective way, presentation of data and analysis of expectations should meet the following criteria:

- Consistent, to limit confusion
- Allow for both 'glance' and 'depth' analysis
- Encourage engagement with other forms of evidence that may affect outcomes
- Be accessible to all.



#### 4.1: Appendix 1: GDST Teacher Standards

<b>Appendix 1: GDST Teacher Standards</b> <b>GDST teachers are pioneers in, and shapers of the future of girls’ education. They are committed to helping every girl fulfil her potential and her dreams, and to equip her with the knowledge, skills and confidence to make her mark on the world, making the most of the possibilities and confronting the challenges of the 21<sup>st</sup> century. Our teachers....</b>	
<p><b>Caring</b></p> <ul style="list-style-type: none"> <li>• Are committed to the wellbeing and welfare of girls</li> <li>• Provide a safe and supportive learning environment</li> <li>• See education as the development of the ‘whole child’</li> <li>• Know the girls as individuals and care both about their academic progress and their lives outside the classroom</li> <li>• Create opportunities for and support girls to develop their own self-knowledge, self-confidence, emotional literacy, social awareness, and resilience</li> <li>• Are kind, approachable, encouraging, respectful, fair and consistent</li> <li>• Promote excellent behaviour and model the standards of integrity, self-discipline and consideration that they expect in the girls</li> <li>• Work with parents/carers and community organisations in the best interests of each girl.</li> </ul>	<p><b>Effective</b></p> <ul style="list-style-type: none"> <li>• Are skilful communicators</li> <li>• Are creative classroom practitioners with a wide range of teaching strategies that inspire and motivate girls</li> <li>• Plan, structure and sequence lessons and schemes of work effectively</li> <li>• Are flexible and ready to adapt intuitively to how girls respond in lessons and their changing needs</li> <li>• Differentiate to challenge and maximise the progress of all girls</li> <li>• Use formative and summative assessment effectively</li> <li>• Give supportive and constructive feedback</li> <li>• Provide a learning experience which fosters:                             <ul style="list-style-type: none"> <li>○ critical thinking and higher order skills</li> <li>○ independent and collaborative work</li> <li>○ creativity and intellectual curiosity</li> <li>○ pupils’ understanding of the learning process</li> </ul> </li> <li>• Embrace new techniques and technologies</li> <li>• Actively review, develop and innovate in their own practice.</li> </ul>
<p><b>Engaged</b></p> <ul style="list-style-type: none"> <li>• Are committed to the broader life of the school and the GDST family, and contribute to its ethos</li> <li>• Value the part extra-curricular learning has to play in a broad education and contribute to this</li> <li>• Share their practice, support and guide colleagues, and collaborate with learning communities within and beyond school</li> <li>• See the school as a community which has an essential part to play in the local, national and global community now and in the future</li> <li>• Promote and set an example of tolerance, open-mindedness, contribution to the lives of others and commitment to society.</li> </ul>	<p><b>Knowledgeable</b></p> <ul style="list-style-type: none"> <li>• Are expert in and have an infectious enthusiasm for their own specialisms</li> <li>• Know how girls learn and develop – physically, socially, emotionally and intellectually</li> <li>• Understand girls’ diverse individual needs and how to cater for these</li> <li>• Embrace research and developments in their own specialisms, in pedagogy, and in wellbeing/pastoral issues and apply these to their own practice</li> <li>• Are committed to their own professional development and life-long learning.</li> </ul>

## 4.2.APPENDIX 2: ISI framework criteria

<b>Achievement</b>	<i>Outcomes</i>	<i>Contributory factors</i>
<b>A1 Exam results / attainment over time</b> the change in their attainment levels over time, including evidence from externally standardised tests and examination results		
<b>A2 Knowledge, skills and understanding</b> the development of their knowledge, understanding and skills across the areas of learning (linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education)		
<b>A3 Communication</b> the development of their competence in communication (speaking, listening, reading and writing) and its application to other areas of learning		
<b>A4 Numeracy</b> the development of their competence in numeracy and the application of their knowledge and skills in mathematics to other areas of learning		
<b>A5 ICT</b> the development of their competence in information and communication technology and its application to other areas of learning		
<b>A6 Study skills</b> the development of their study skills, including the ability to draw upon a suitably wide range of sources and to develop higher-order skills, including the ability to analyse, hypothesise and synthesise		
<b>A7 Academic and other achievements</b> their achievements in scholarships and competitions, other academic distinctions, and success in sports, the performing and other arts		
<b>A8 Attitudes</b> their attitudes towards learning, including their ability to demonstrate initiative and independence, their willingness to work collaboratively and the extent to which they take leadership in their learning		

<b>Personal Development</b>	<b>Outcomes</b>	<b>Contributory factors</b>
<p><b>P1 Self-understanding</b></p> <p>develop their self-knowledge, self-esteem, self-confidence, self-discipline and resilience, including an understanding of how to improve their own learning and performance, so that they are well prepared for the next stage of their lives</p>		
<p><b>P2 Decision-making</b></p> <p>understand that the decisions they make are important determinants of their own success and well-being</p>		
<p><b>P3 Spiritual understanding</b></p> <p>develop spiritual understanding and an appreciation of non-material aspects of life, whether religious, philosophical or other</p>		
<p><b>P4 Moral understanding and responsibility for own behaviour</b></p> <p>distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including towards others</p>		
<p><b>P5 Social development and collaboration</b></p> <p>are socially aware and so are able to work effectively with others, including to solve problems and achieve common goals</p>		
<p><b>P6 Contribution to others, the school and the community</b></p> <p>fulfil responsibilities and contribute positively to the lives of others within the school, including in boarding, the local community and wider society</p>		
<p><b>P7 Respecting diversity and cultural understanding</b></p> <p>respect and value diversity within society, show respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions</p>		
<p><b>P8 Staying safe and keeping healthy</b></p> <p>know how to stay safe and understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle</p>		

### 4.3. Appendix 3

#### ISI Educational Quality Inspections (EQI): a short briefing note

ISI inspections focus on two outcomes:

1. Pupils' academic and other achievements
2. Pupils' personal development The judgements are based on the extent to which all groups of pupils make progress in relation to their individual starting points.

**Outcomes** are defined in the framework criteria:

ISI Framework criteria			
Achievement		Personal development	
A1	Exam results/attainment over time	P1	Self-understanding
A2	Knowledge, skills, understanding	P2	Decision-making
A3	Communication	P3	Spiritual understanding
A4	Numeracy	P4	Moral understanding/responsibility
A5	ICT	P5	Social development/collaboration
A6	Study skills	P6	Contribution to others, school, &c.
A7	Academic and other achievements	P7	Respecting diversity
A8	Attitudes	P8	Staying safe, keeping healthy

The inspection report identifies the key features of a school's provision that contribute to these outcomes.

**Contributory factors** fall under the following headings:

- Curriculum
- Teaching
- Pastoral care
- Governance
- Leadership and management

**Achievement outcomes** are linked to the contribution made in relevant areas of:

- Curriculum (especially provision made for individual needs of pupils)
- Teaching (learning opportunities that enhance the progress of all pupils)
- Information handling (monitoring progress over time)
- Resource provision (including staff) o Management

**Personal development outcomes** are linked to relevant aspects of:

- Curriculum (including PSHE)
- Teaching (planning)
- Extra-curricular activities
- Role-models and learning environment
- Opportunities for independence, responsibility, leadership
- Effective promotion of positive behaviour
- Boarding

- Resource provision
- Monitoring and feedback

**Sources of evidence** include:

- SEF
- Discussions with staff and pupils
- Parent questionnaires
- Work scrutiny
- Lesson observations
- Schemes of Work

### **Discussions with staff and pupils**

ISI publish sample questions for staff and pupils.

For example:

- (A5 Staff) How competent are pupils in the use of ICT? How are pupils' ICT skills applied across the curriculum? What impact does this have on their learning?
- (P1 staff) How good are pupils in developing their understanding of how to improve their own learning and performance? What does the school do to help them in this?
- (A6 Pupil) How does the school help you to develop your ability to study on your own, to think for yourself and to become an independent learner?
- (P5 Pupil) How good are you at working with others? What sort of opportunities do you get to solve problems and achieve common goals?

### **Work scrutiny**

Inspectors look for indicators of achievement across different groups. Work samples are likely to be requested to include pupils from SEND, EAL, and most able. Inspectors would expect to see books from previous academic years to support evidence of progress for individual pupils.

Work scrutiny focuses on evidence of:

- Learning skills:
  - Volume of work
  - Variety and level
  - Use of ICT
- Impact of marking and reporting on achievement

## Lesson observations

Educational Quality Inspections use two types of observations:

1. 25 to 30 minutes in one lesson
2. Shorter visits to a group of lessons, with a possible focus on different groups or particular criteria (e.g. literacy, ICT)

ISI inspectors do not require lesson plans and do not make a single summary judgement on an individual lesson. Lesson observations are focused on the outcomes of pupils and the ways in which teaching and learning contribute to these outcomes. The focus is on learning, not teacher performance.

Evidence is recorded alongside individual framework criteria and relates to the impact of teaching (contributory factor) on learning and how this contributes to achievement (outcomes). Evidence of contributions to personal development is also recorded.

Examples of contributory factors given in previous ISI reports include:

- Lesson planning; differentiated objectives
- Teacher subject knowledge
- Meeting the needs of all pupils
- Effective methods
  - Use of questioning
  - Challenge
  - Initiative, independence, leadership, collaboration
  - Study skills
  - Problem-solving
  - Application of knowledge
- Assessment and feedback, including marking, tracking
- Behaviour management
- Use of resources/ICT
- Relationships
- Cultural understanding &c.

ISI defines excellent teaching and learning in terms of the pupils' outcomes. The progress of all the pupils determines the quality of the lesson. Outcomes include:

- Significant short-term progress for all
- Pupils actively analyse, hypothesise, synthesise
- Lesson inspires – all want more
- Highly productive written/oral output
- Lively two-way process; pupils use higher order thinking skills



- Pupils collaborate, challenge and motivate each other
- Pupils use activities to challenge the teacher and seek further knowledge, skills, understanding
- Pupils are independent and engaged; high level of reasoning evident.

The grade descriptor for 'excellence' in terms of pupils' achievement in EQIs gives an indication of how the outcomes of a series of lessons might be judged. The table below tries to map the grade descriptor to the framework criteria for EQIs.

The grade descriptors reference the sources of evidence that inspectors might use. However, school leaders could expect inspectors to further qualify these criteria with additional evidence sources. This provides leaders with an opportunity to present their own records and documentation in a format that complements the 'excellent' grade descriptor.



4.4 APPENDIX 4: BRIGHTON GIRLS QTL TEMPLATE: LESSON PLAN (tba)

BRIGHTON GIRLS' SCHOOL: LESSON PLAN		DATE:	 <b>BRIGHTON GIRLS</b>
SUBJECT:		CLASS:	
PREVIOUS LEARNING/CONTEXT			
<b>OBJECTIVE FOR TODAY'S LESSON:</b>  Literacy – including key vocabulary: Numeracy: Pupils' use of ICT: Spiritual / Moral / Social / Cultural content:			
ORGANISATION: one hour lesson – identify student or teacher led		PROGRESS MEASURED BY...	
RESOURCES			
DIFFERENTIATION to include:  STRETCH & CHALLENGE:  SUPPORT & PROMPTS:			
HOMEWORK			
NEXT LESSON / FOLLOW UP			



4.6 APPENDIX 6: BRIGHTON GIRLS QTL TEMPLATE: LEARNING WALK

Learning walk record		
Department	Date	
Context		
Focus 1:		
Excellent	Sound	Not seen
Good	Unsatisfactory	
Comments:		
Focus 2:		
Excellent	Sound	Not seen
Good	Unsatisfactory	
Comments:		
Focus 3:		
Excellent	Sound	Not seen
Good	Unsatisfactory	
Comments:		
Summary of best practice		Summary of areas for development

Signed by observer: \_\_\_\_\_

Feedback given on: \_\_\_\_\_

**CONSIDER USING ISI A1-A8 , P1-P8 FOR FOCUS AREAS**

I1 Attainment over time  
 I2 Knowledge, skills, understanding  
 I3 Communication  
 I4 Numeracy  
 I5 ICT  
 I6 Study skills

A7 Academic and other achievements  
 A8 Attitudes towards learning  
 P1 Self-understanding  
 P2 Decision-making  
 P3 Spiritual understanding

P4 Moral understanding and responsibility for own behaviour  
 P5 social development and collaboration  
 P6 Contribution to others, school, community

P7 respecting the diversity and cultural understanding  
 P8 staying safe and keeping healthy



4.7 APPENDIX 7: BRIGHTON GIRLS QTL TEMPLATE: WORK SCRUTINY

**WORK SCRUTINY BRIGHTON GIRLS CHECKLIST**

Each statement should be assessed using the following guidelines:

- ✓✓✓ = Statement fully supported in work sample
- ✓✓ = Statement largely supported in work sample
- ✓ = Statement partly supported in work sample
- N/E = No evidence to support this statement

A range of sources can be considered e.g. books, firefly, practice exam papers

	CLASS:	TEACHER:	DATE:	
Area of focus	✓✓✓	✓✓	✓	N/E
Content				
Scheme of work covered				
Range of learning activities				
Differentiation / challenge / stretch				
Evidence of collaborative work				
Independent learning				
Development of literacy / numeracy/ IT				
Other:				
Progress				
All abilities make progress (including SEN, EAL)				
Self-organisation / presentation apparent				
Tasks completed				
Merit policy applied				
Other:				
Marking				
Accurate				
Departmental policy followed				
Frequency of homework appropriate				
Work marked regularly				
Specific feedback on how to improve				
Self/peer assessment				
Homework on Firefly				
Areas of strength				
Areas for development				

Signed:

Date:





## 5.DOCUMENT HISTORY

Document Title	Version	Date of Issue	Change	Updated by	Status
BHHS QTL	Initial	January 2019	NIL	Jen Smith	Expired
BRIGHTON GIRLS: QEA: Teaching & Learning	01	October 2019	Full review	Kate Ashdown	Live