



**FIRST STEPS TOGETHER**  
SKILLS FOR LIFE

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# **QUALITY ASSURANCE OF TEACHING POLICY**

## **2024-2025**

**Last Update: September 2024**  
**Next Update: September 2027**

### **Statement**

The First Steps Together vision of “Providing the highest quality of education for all children” can only be achieved if each member of staff performs to their maximum potential. FST therefore places a high value on the quality of teacher performance, the impact of evaluation and the strategies to improve learning. This policy is intended to provide a framework for evaluating teaching and its impact on learning. All teachers including unqualified teachers and instructors will be subject to this framework.

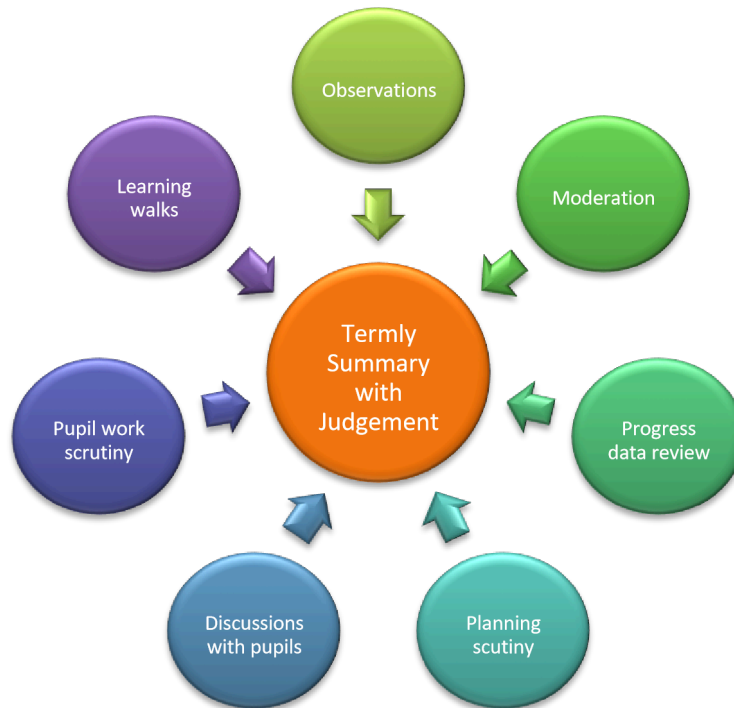
The main purpose of evaluating teaching is to increase and improve pupils learning. Therefore, the key indicator of high-quality teaching is rapid, sustained and retained learning. For some of our young people, learning may be in relation to social, emotional, and independence skills as well as academic learning.

### **Performance and Development Review**

The performance review (PR) process has a competency framework for teachers, which incorporates the teacher standards. Using this competency framework and the teacher standards, each teacher / reviewee will gather evidence of the standard of their work. A major aspect of that evidence will be based on the rigorous evaluation of each reviewee’s teaching and its contribution to pupil learning. The judgements about teacher performance will be a factor informing the PR process.

Targets for individual teachers, set within the PR process should reflect individual areas for development identified by teacher evaluation and whole school strategies to improve teaching and learning.

What teachers can expect?



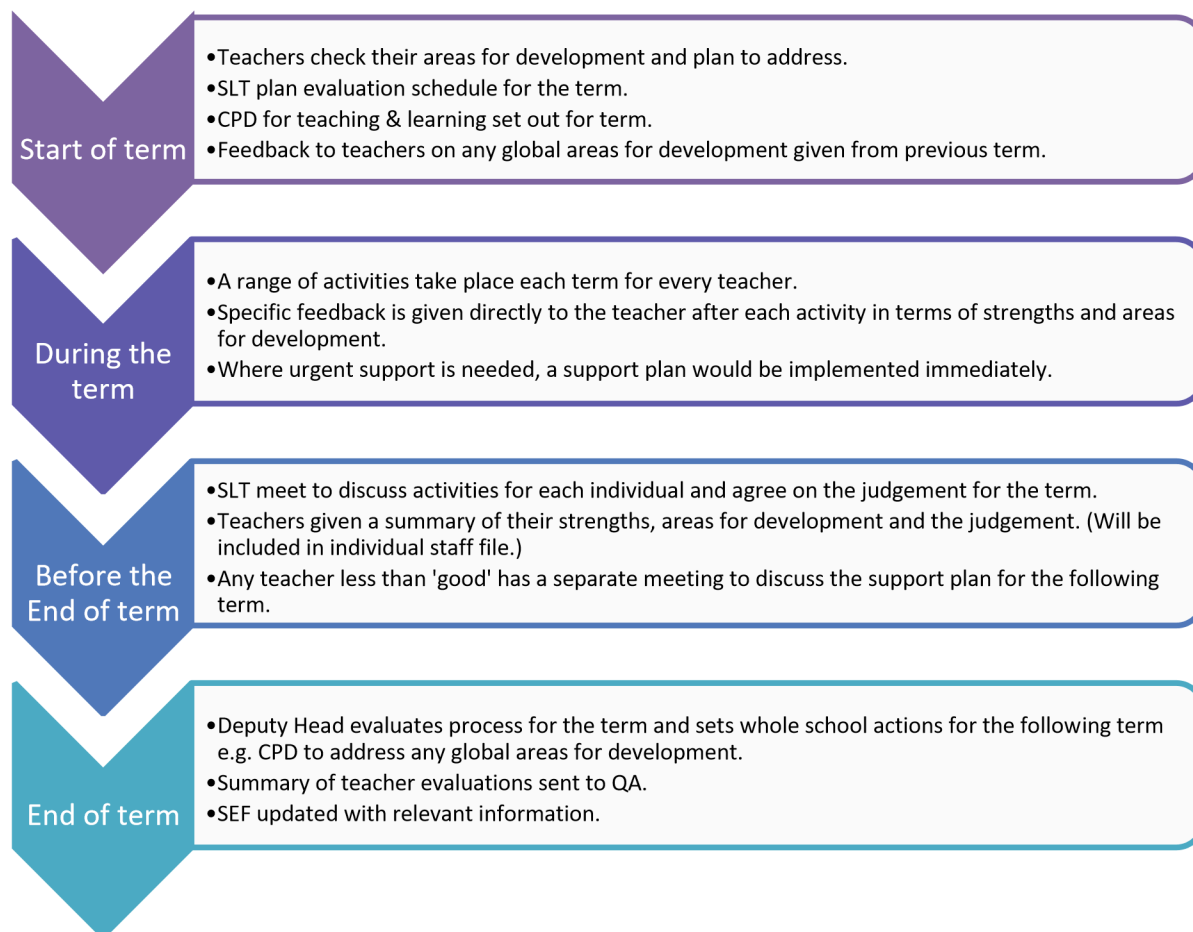
Each teacher can expect the following to support their professional development and continuous improvement: -

- Their teaching and impact on pupil learning to be evaluated every term.
- Those evaluating teaching and learning for the purposes of PR will be senior or middle leaders and will be subject to at least one paired evaluation a year with either a member of the SLT, Proprietor or an external School Improvement Partner.
- Findings will be based on professional opinions taking into account the teachers standards – ‘Teachers Standards (see Appendix A)
- A judgement will be made at the end of each term based on a range of activities which may vary each term but over the year will include all aspects:
- Teachers will receive a summary of the activities each term which includes the judgement, strengths seen and areas for improvement – a copy will be saved in their individual staff file.

Activity	Frequency
Lesson Observation	Every term per teacher
Internal moderation	Every term per teacher
Pupil work scrutiny	Every term per teacher
Planning scrutiny	At least twice a year per teacher
Review of progress	At least twice a year per teacher
Feedback from pupils	Every term per teacher

- Feedback from reviewers will be specific and ensure that teachers know how to improve further.
- Judgements will be confidential at a personal level and used during the confidential PDR process. However, data about overall school performance will contribute to overall judgements about the school at School Board level and incorporated into the school SEF. The process will be internally managed by and the responsibility of the Head-teacher.
- Where a school's evaluation of teaching identifies a member of staff in need of improvement, an action plan will be implemented to address areas for improvement and key actions expected of the teacher and support provided by the school. Action plans will be reviewed at least half termly.
- Teachers will be encouraged to undertake peer observations and share best practice with colleagues around learning, but these will not form part of the formal evaluation process.
- Teachers will be encouraged to self-reflect on their practice and review their impact on pupil learning.

## Judgements and Feedback



Whilst the process of evaluating teaching and its contribution to learning is a judgement in time about standards of teaching and learning, the main purpose is to support teacher professional development in order to improve learning for pupils. The training for all evaluators will ensure that there is an awareness of the Ofsted code of conduct and that this forms the standard to which we all work. The process should evaluate objectively and impartially. Feedback will be reported honestly and fairly. At all times the evaluator must treat the teacher with dignity and respect whilst reporting with integrity. The school requires that all feedback is given with the best interests of staff and pupils at the centre and that every effort is made to minimise stress.

There will be an expectation that teachers receive verbal feedback within 24 hours of a lesson observation as a minimum standard, but preferably sooner. There will be a written summary and judgement at the end of each term which takes into account the range of evaluation activities and is used for the purposes of PR and school self-evaluation.

There will be an emphasis during feedback on the strengths of the teaching and how those strengths can be utilised to support what needs to be developed and ideas given to the teacher about how to develop and what support may be available for them. It is the responsibility of the teacher to plan how they will address their areas for development, and

it is the responsibility of the school leadership team to ensure their professional development programme incorporates opportunity for training, experiences and support which can be tailored to the individual.

Judgements about teachers will be rooted in a broad spectrum of evidence as described above. They will cover all aspects of the teacher standards. Judgements will be closely based on the Ofsted criteria for evaluating teaching and learning and Ofsted grades will be used.

### **Management Cycle for teachers judged less than good.**

Occasionally there are concerns about the performance and effectiveness of an individual teacher despite all the usual forms of training, development and support. The process for the management of such performance is in order to ensure that we minimise the impact on pupil outcomes and facilitate rapid improvement in the standard of teaching.

**Step 1 - Evaluation** indicates improvement required.

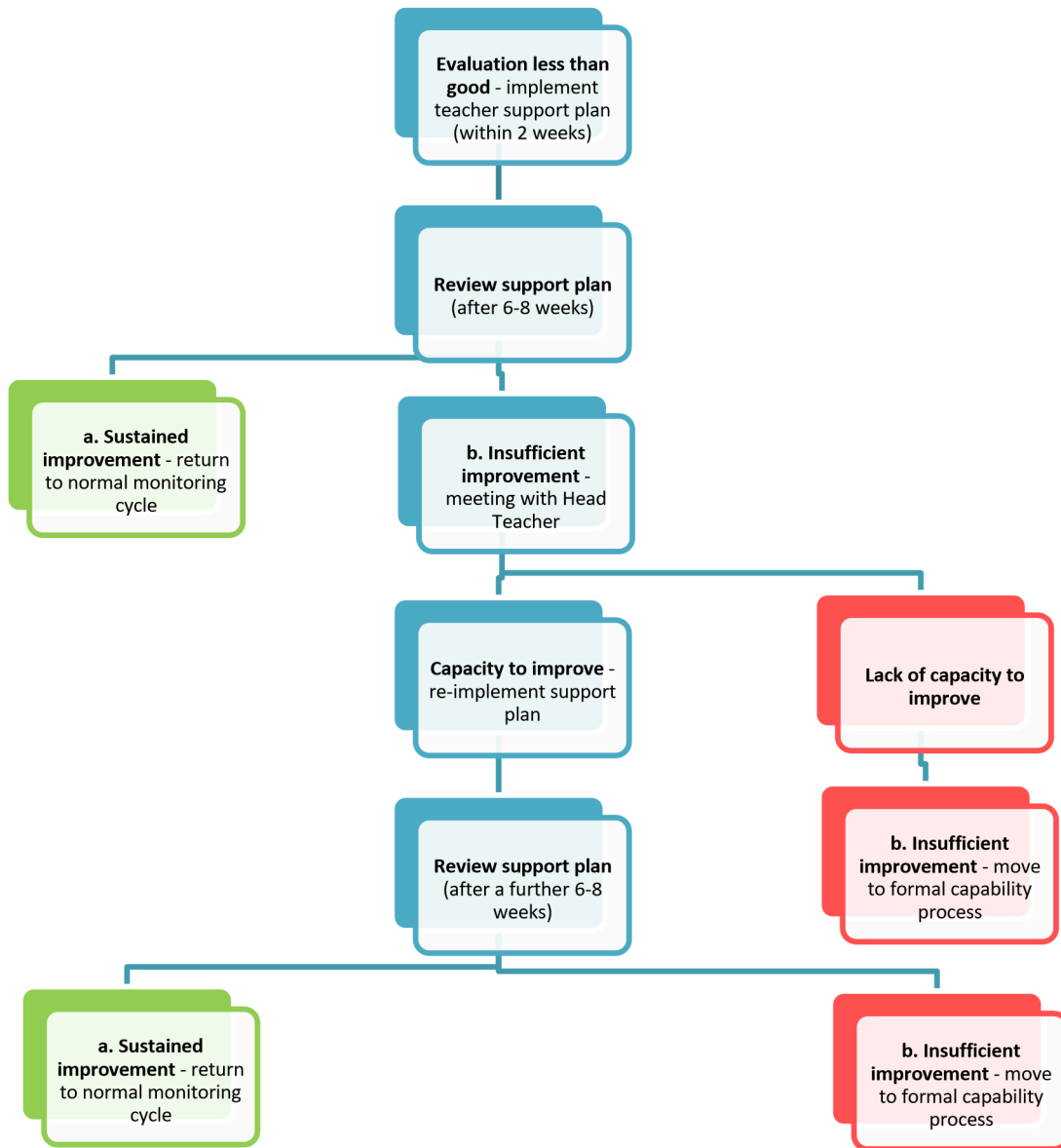
**Step 2 – Support Plan** written within 2 weeks.

- implement a formal teacher improvement plan (See Teacher Support Plan Proforma) which identifies:
  - i. areas requiring improvement as linked to the teacher standards.
  - ii. an action plan of activity from teacher / support from school.
  - iii. a date to review in 6 – 8 weeks and specify how progress will be judged.
- Observe further lessons fortnightly prior to review.
- Explain the process of formal capability which may be introduced should improvement not be sustained by the next review.

**Step 3 – Review of support plan** – 6 – 8 weeks after plan implemented.

- a) Indicates improvement to good – revert to normal monitoring cycle.
- b) Demonstrates a continued need for improvement:
  - the Head teacher should conduct the meeting and determine whether the teacher is considered to have the capacity to improve:
    - i. If this is yes, then undertake a further improvement plan and 6–8-week cycle as at step 2.
    - ii. If this is no, then inform the teacher that the normal PR procedure no longer applies and move to the formal capability procedure as outlined in the Performance and Development Review Handbook.
  - Update the Proprietor

- If there is insufficient improvement after two cycles (1 term) of support plans – move to formal capability procedure.



#### 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 these 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.