



**TEACHING AND LEARNING MONITORING
POLICY
2023 - 2024**

THE HAMMOND SCHOOL LTD., MANNINGS LANE, CHESTER, CH2 4ES
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The Hammond School Limited is registered in England and Wales Number 838325. Registered office is above. Charity Number 1022427 incorporating the Betty Hassall Foundation. The school is accredited by the I.S.A and C.D.E.T. and is a member of the B.S.A and I.S.I.

1. Introduction

This policy outlines the procedures and guidelines for monitoring teaching and learning activities at The Hammond. The goal of this policy is to ensure the delivery of high-quality education, foster continuous improvement, and enhance the overall learning experience for students whilst aligning with The Hammond's values 'to learn, to perform, and to aspire'.

2. Objectives

The main objectives of the Teaching and Learning Monitoring Policy are as follows:

- To maintain and enhance the quality of teaching and learning practices.
- To provide constructive feedback to teachers for professional growth.
- To ensure alignment with curriculum standards and learning objectives.
- To identify areas for improvement and implement appropriate interventions.
- To promote student engagement, satisfaction, and successful learning outcomes.

3. Monitoring Procedures

3.1 Classroom Observations

Regular classroom observations will be conducted by designated senior and middle leaders to assess teaching methods, classroom management, student engagement, and learning strategies. Observations will not be formal, and no lesson plans are required. Teachers will be advised that learning and cultural walks take place continuously (each member of the senior leadership team is given a designated day to complete walks) and observations over time are recorded in the teaching and learning matrix. From this information, senior leaders are able to identify patterns of excellence to share and also areas of develop to support. This is achieved through the CPD programme and specific support for identified teachers.

3.2 Curriculum Alignment

The curriculum of each course will be reviewed periodically to ensure alignment with established learning objectives, industry standards, and best practices. Any necessary adjustments will be made to maintain relevance and rigor. This takes place at least once a year and is supported by the Curriculum and Standards subcommittee. Leaders in these areas also benefit from external support from similar schools and colleges, as well as guidance from industry experts as regards the relevance of current training to employment need. Schemes of work are created and adapted as working documents.

3.3 Student Feedback

Student feedback will be collected through surveys at the end of each term. This feedback will provide insights into the effectiveness of teaching methods, course materials, and overall learning experiences. Results will be shared with educators for self-assessment and improvement.

3.4 Peer Reviews

Peer reviews will be conducted among educators to foster collaboration and professional development. Educators will observe and provide feedback to their colleagues, focusing on teaching strategies, content delivery, and student engagement. The forum for discussion is created through regular staff meetings, INSET opportunities and 1-2-1 line manager meetings.

3.5 Assessment Analysis

Assessment results will be analysed to evaluate student performance and identify areas of strength and weakness in teaching and learning. This analysis will guide instructional adjustments and interventions to address student needs. The Assessment and Reporting Policy highlights the dates of assessments and the regularity.

4. Feedback and Support

4.1 Individual Feedback

Teachers will receive constructive feedback throughout the year from line managers, this will include student evaluations, and peer reviews. This feedback will highlight strengths and areas for improvement, with suggestions for enhancing teaching methods and student engagement. This information will form a key part of the teacher's self-assessment and performance review.

4.2 Professional Development

Based on feedback and identified areas for improvement, teachers will be encouraged to participate in relevant professional development opportunities, workshops, and training sessions. The Hammond will support teachers in their pursuit of continuous improvement.

5. Continuous Improvement

5.1 Data-Driven Decision Making

All monitoring activities will generate data that will be analysed to make informed decisions about teaching and learning strategies. Data analysis will drive improvements in curriculum design, instructional methods, and support mechanisms.

5.2 Policy Review

This policy will be reviewed annually by the Curriculum and Standards Sub Committee to ensure its effectiveness and relevance. Feedback from all stakeholders will be considered in the review process.

6. Confidentiality and Ethical Considerations

All monitoring activities will be conducted with utmost respect for teacher confidentiality and professional ethics. Feedback will be provided in a constructive and non-punitive manner, focusing on growth rather than criticism.

7. Communication

This policy will be communicated to all stakeholders. Any updates or revisions to the policy will also be communicated promptly.

8. Conclusion

This Teaching and Learning Monitoring Policy reflects The Hammond's commitment to excellence in education and training. By implementing this policy, we aim to create a culture of continuous improvement, collaboration, and student-centred learning that benefits both educators and students alike.

Appendix I

List of quality assurance and monitoring activities to support the above:

- Senior leadership team culture and learning walks (each member of the team assigned a day to complete each week).
- 1-2-1 meetings with Principal and member of the senior leadership team.
- Term 1 and Term 2 record of learning walks to capture culture of learning (spreadsheet regularly updated and monitored, information shared during performance review meetings).
- Quality Assurance Weeks included in whole-organisation calendar.
- CPD Programme.
- Student and parent voice opportunities (termly).
- Data drops and assessment periods.
- Curriculum review meetings (annually).
- Curriculum and Standards Sub Committee meetings (termly).

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