



Ara School

Focus on Measuring & Improving Quality of Teaching

(May 2015)

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A world-class school requires world-class teachers to develop and embed a broad and balanced curriculum. We believe investment in good teachers will ultimately reap excellent rewards in the classroom. In order to maintain high standards and to continuously improve standards we need to employ and maintain highly qualified, inspirational and caring teachers in the classroom. We will allow our teachers to grow professional and personally, reward their work, allow them freedom and creativity in the planning process. We will also encourage the sharing of good practice through online platforms, networking with the local community in delivering an excellent curriculum, and by promoting collaborative learning opportunities with other schools (training etc).

Our expectation is to foster life-long learning in all our students and to do this we require teachers who have an insatiable quest for learning and who continue to learn and grow in their own roles at Ara school. Teachers who are life-long learners will inspire students to be life-long learners.

Measuring the quality of teaching

At Ara School we will use the teachers' own targets and Teachers' Standards to assess teachers' performance. These standards will be used to identify development needs and opportunities for professional development as part of the Professional Learning programme. This programme will include teachers setting their own targets, mentoring other teachers, and utilising lesson observations, learning walks, data walks, reflections, training and courses.

We believe that the targets set by each teacher, if achieved, will contribute to the improvement of students' education. Measuring the quality of teaching will work in tandem with teacher observations, national assessment results and students' own targets to inform improvements in the classroom. This will ensure that the quality of teaching and learning is measured and improved upon and primarily driven by the teacher as a form of intrinsic motivation.

We will measure the quality of teaching in the classroom in the following ways:

- Improving results in the classroom
- The Headteacher and external inspectors observing lessons
- Utilising the Performance Management Professional Development programme, (personal reflections, evaluations and areas in need of strengthening and personal targets for development)
- Linking performance and targets to a performance stipend

Targets for each teacher will be set at the beginning of the academic year in consultation with faculty heads, as these targets will be aligned with the schools' developmental plan. The appraisal period will last between 12 - 18 months and is simply dependent on the nature of the targets agreed by teachers. The targets set by or for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound, and will be appropriate to the teacher's role and level of experience. Each teacher will be asked to choose a mentor who will guide and coach them through their Professional Learning process and especially in achieving

their targets. At the end of the process teachers will receive a written report and recommendations for the next round.

The Professional Learning Programme will include an assessment of the performance of the teacher's role against the following:

- Teacher targets and an awareness of the relevant standards which they will be assessed against
- An assessment of their training and development needs and identification of the action that will be taken to address them
- Where relevant, a recommendation on stipend/pay

When teachers are successful after 12 – 18 months the next set of targets will be discussed and chosen for the next round on the Professional Learning Programme.

Teachers who are not performing will be provided with the following:

- Training and guidance in the form of workshops, courses, meetings and learning walks
- Sharing of best-practice and experiences as part of the school and International Baccalaureate community
- Targets for improvement (defined by SLT)
- An SLT member who will mentor or coach to work and which will add value to the process

Teachers who are unsuccessful in achieving their targets within the prescribed time frame of 12 – 18 months will meet weekly with the Headteacher to discuss their difficulties and possible dismissal. This process will only take place once all the above support and assistance have been provided and the school along with the teacher do not see any alternative successful options.

At the end of each academic year the Headteacher will provide the Governors with a report on the Professional Learning Programme. The report will detail the performance of faculty under the Professional Learning Programme, including plans for professional development of the teachers. The Governors and the Headteacher will reward excellence and address under-performance at the school.

The Headteacher will also be part of the Professional Learning Programme and his/her review will be subject to decisions made by the Board of Governors. The Headteacher will be subject to Standards for Headteachers – as described in the section for the recruitment of a Headteacher.

Teachers' standards

The teachers' standards define the minimum level of practice expected of all teachers

A teacher must fulfil the following criteria:

Set high expectations which inspire, motivate and challenge students

- embed Learner Profile attributes in a safe and stimulating environment for students
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students

Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' 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.

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and encourage the children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students 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)
- plan collaborative in specialist groups and year groups
- embed Approaches to Learning with clear expectations, developmental benchmarks (or targets) and multiple opportunities to practise

Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development
- have a clear understanding of the needs of all students, 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
- Support will be provided by the SENCo, KS1 and KS2 Coordinators and parents.

Make accurate and productive use of assessment

- moderation and the fact that we would make use of IB resources and evaluation to ensure tasks and planning are rigorous.
- 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 students' progress
- use relevant data (teacher assessments, observations and targets set) to monitor progress, set targets and plan subsequent lessons
- Review data obtained
- give students regular feedback, both orally and through accurate marking; encourage and monitor students to respond to the feedback.

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 students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority and act decisively when necessary.

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being

Personal and professional conduct

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities
- Teachers are expected to demonstrate consistently high standards of personal and professional conduct
- Teachers must uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard students' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Bibliography

Teacher's Standards - Guidance for School Leaders, School Staff and Governing Bodies.
July 2011 (introduction updated June 2013)