



Monitoring Teaching and Learning Policy (Quality of Education over Time Policy)

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The Light Christian School

Monitoring Teaching and Learning Policy

“Education is the most empowering force in the world. It creates knowledge, builds confidence, and breaks down barriers to opportunity.” Helle Thorning-Schmidt

At the heart of all we do at The Light Christian School is the commitment to improving the life chances of our learners by providing them with a life changing education and experience. It is thus, with professionalism and the spirit of inclusion, we intend to empower learners to achieve the best possible qualifications and positively influence their communities.

To achieve our ambitions, we intend to continually improve the quality of learning and teaching to ensure that the education provided over time is aspirational, effectively planned and implemented.

This document must be used to guide leaders on when and how to evaluate the quality of education over time (QET) in their areas. Support and training will occur through ELT (extended leadership team meetings) and the CPD programme.

Intent:

Our QET schedule will implement a systematic monitoring and development system that is robust, followed through, can withstand external scrutiny and improve student outcomes.

In a commitment to our learners, our QET policy is designed to:

- Ensure all teachers and leaders are supported and held accountable for the quality of education provided
- Ensure high standards for the quality of education over time are set, communicated, understood and achieved
- Ensure that senior leaders and curriculum leaders / middle leaders have an accurate view of the quality of education and how they intend to improve it

Implementation:

Through the QET schedule (page 6-8) of internal evaluation – and the training on how to effectively implement these processes – all leaders will monitor and act upon the quality of education present in their areas.

Step 1: leaders will follow the directed evaluative method for that term e.g Learning Walk, Work Scrutiny etc

Step 2: leaders will review their findings with their faculties or colleagues and devise actions and review-dates for these actions. *What did we see? Where is the evidence of this? How are we going to share best practice? How are we going to address areas for improvement?* Actions will be agreed and saved.

Step 3: leaders will follow up by checking how effectively best practices and actions for improvement have been embedded

Desired impact:

- Regular and triangulated monitoring of the impact of QET will result in the highest possible standards of attainment and progress
- Strengths and areas for development will be acted upon and improved through increased accountability, strategic line management, faculty meetings, curriculum and lesson planning, CPD and leadership development.
- Greater ownership and accountability for student outcomes leads to the minimisation of variation across and within departments.

The evidence base for QET:

To strengthen accountability, evidence of our work to improve the QET will be centrally stored and consist of the following areas:

- Learning walks
- Lesson visits
- Work Scrutiny
- Curriculum Reviews

Glossary of terms and applications:

Below is a glossary of The Light Christian School terms and their applications. These are here to inform our understanding what these terms mean and how they will be reviewed and applied, where appropriate, during the QET schedule.

Term	The Light Christian School Definition	The Light Christian School Application
QET (the curriculum)	Quality of education over time.	QET will be evaluated through students' work, feedback and progress being used to gauge how effectively subject curriculum intents have been implemented through teaching so that all students meet and/or exceed national standards of best practice and expectations
Curriculum review	Leaders across the school evaluate their own leadership through, reflective conversations, evaluations on leadership strategies and evidence to demonstrate impact on standards (whole-school project, curriculum, year group).	Across the evidence base areas for QET - and where applicable pastoral responsibilities including assemblies, tutor time and safeguarding duty - leaders will share their reflections on their leadership before exploring the impact of their leadership with an SLT lead. For subject leads, this may include a faculty meeting observation; lesson visits/walks feedback observations; joint learning walks; student and work scrutinies. Senior line managers will be part of the process and required to evaluate the overall leadership strategy, impact and areas for improvement.
Learning Walk	A learning walk is where a member of teaching staff visits a class for 10-15 minutes to observe the quality of learning, teaching, standards and expectations. Learning walks will happen more frequently than lesson visits	To evaluate the QET, calendared learning walks will take place to gauge the quality of learning and teaching. Each learning walk will last for 10-15 minutes per lesson. Feedback on all learning walks will be shared within meetings so that: best practice is discussed to minimize variation in QET across the school; actions are put in place to make this happen; areas identified for development are collectively discussed and actions are put in place to address them. By the end of the meeting, all members of staff should leave with an awareness of their collective strengths, areas for development and an action plan to address it within the department.
Lesson Visit	A lesson visit is where a faculty postholder or member of SLT will visit a class for up to 30 minutes to observe the curriculum implementation through quality of learning and teaching. Lesson visits will be used as follow up from learning walks.	To evaluate the QET, lesson visits will take place to review the progress made on targets agreed with teachers on how to improve the quality of learning, teaching and curriculum implementation. Each lesson visit will be up to 30 minutes. Where possible, all lesson visits will consist of two observers. Within 48 hours of the observation, each lesson visit will be followed by a coaching conversation: the observed teacher first shares their reflections on the quality of the lesson and curriculum implementation before the observer shares their feedback on the students' learning in the lesson and over time through - evidence from the students' books and student voice. Succinct targets moving forward should be agreed; teachers are expected to act upon these targets following this observation so they benefit all students in the long term. Subject leaders are expected to model and support these actions through sharing best practice, CPD and informal lesson visits
Work Scrutiny	A work scrutiny is where a school leader leads the review of exercise/work books in a year group or subject. Reviews are conducted using the The Light Christian School work scrutiny form.	To evaluate the QET, calendared work scrutinies will take place by leaders. In year group work scrutinies, at least four books from targeted Lens Group students will be assessed using our work scrutiny document. Leaders will identify, share and track targets set with these students and parents over time – as directed by the QET schedule. In subject work scrutinies, leaders will evaluate curriculum implementation and students' work using their work scrutiny document. Following discussions on strengths and areas for development, leaders will share, and track targets set to teachers over time - as directed by the QET schedule.
Lens Group	A group of students targeted due to an agreed common denominator e.g boys, white british etc.	After each data entry, leaders will review the data to identify students who are underachieving across a range of subjects. Leaders will strategically target a focus group (Lens Group) of those students to meet, contact parents,

		agree targets and track their attitude to learn. Lens groups will be followed up after an agreed period of time.
Data Analysis	Data analysis are windows where summative grades are recorded and then evaluated using the Data Analysis form	To ensure we are adapting our teaching to address areas of underachievement, the Data Analysis form will be completed after summative grades are recorded.
Substantive knowledge	Substantive knowledge is acknowledged facts within subjects. This is also commonly referred to as declarative knowledge.	To achieve optimal standards in QET, our curriculum and lessons will explicitly teach and build upon substantive knowledge acquired in previous years.
Disciplinary knowledge	Disciplinary knowledge is how substantive knowledge is developed and interpreted. This is also commonly known as procedural knowledge.	Students will be taught how facts and truths in their subject are interpreted, justified, argued, critiqued and developed over time and by different audiences.
Responsive teaching	Evolving from formative assessment, responsive teaching is live teaching adaptations to student responses in the aim of developing students' knowledge and skills application. It marks a shift from focusing on general skills and techniques to focusing on why the student is thinking the way they are and how this can be developed.	Supported by our CPD schedule and culture of sharing best practice, we will widely embed responsive teaching so that all staff build on learners' responses and misconceptions, foster flexibility, set clear goals for instruction/progress, and develop teacher-student-teacher exchange of ideas so that all students do better.
Adaptive teaching	Adaptive teaching is a way to teach the whole class while responding to the strengths and needs of all pupils. It involves knowing the pupils' prior levels of attainment, barriers to learning, and providing targeted support. It is an evolution of differentiation that has replaced the term 'differentiation'. We aim to have high expectations and less room for coasting by using scaffolding	High quality teaching and expectations is crucial to the progress of SEND students. The Light Christian School teachers will (1) assess students' strengths, knowledge and needs; (2) plan well sequenced learning opportunities to support the students' acquisition of knowledge and skills; (3) implement plans responsively and then (4) review the impact of their teaching to check for learning and next steps.
Pupil Performance Meeting	<p>Before the end of each term, Pupil Performance Meetings will take place with the class teacher, Teaching and Learning Leader and the principal. During the meeting, the attainment and progress of all pupils' shown on Pupil Performance Trackers will be reviewed where the class teacher is then able to provide a more holistic overview of the data. This can offer valuable insight into any concerns for pupils in terms of their ability or progress which may generate a conversation regarding any challenges the pupil may be facing and provide the opportunity to explore for possible barriers such as SEN, wellbeing, external influences, etc. From this meeting an agreement can be made on targets/next steps based on the pupils' individual needs and support can be allocated for the pupil and/or teacher where applicable.</p> <p>Pupil Performance Trackers must be completed and submitted at the end of each term. (Exact dates are given to staff on the first teacher training day or after school meeting of the academic year.) This tracking strategy shows each pupils' attainment and progression across the year from their baseline. To support this, teachers need to track progress next to outcomes on an ongoing basis to ensure they can give an accurate attainment grade at the end of each term. End of learning outcomes for subjects need to be displayed in classrooms for use by the teacher as well as for leadership monitoring.</p>	

QET SCHEDULE 2024-25 – (HYPERTHEICAL AND TO BE REVISED)

Autumn term:

	Autumn 1							Autumn 2								
	02/09/24	09/09/24	16/09/24	23/09/24	30/09/24	07/10/24	14/10/24	04/11/24	11/11/24	18/11/24	25/11/24	02/12/24	09/12/24	16/12/24		
Key line management agenda items	TBC		TBC		TBC		TBC		TBC		TBC		TBC			
Learning Walks			Learning Walks								Follow up on agreed teachers' QET target areas on classroom practice					
Curriculum Reviews								Subject review meetings, lesson visits, student voice, review of students' work								
Work Scrutiny					All books reviewed in each class								One-to-one follow up on agreed teachers' QET target areas.			
Progress Data Analysis						Data review								Data review & Pupil Performance Meeting		
CPD	Safeguarding for all staff; Safer Recruitment; Health and Safety; Cyber Security;			Prevent; EDI; DSE Responsive teaching				Adaptive teaching and safeguarding updates				Responsive teaching				

Autumn milestone: all leaders have developed two key lines of enquiry. Internal CPD has been designed and delivered to address the lines of enquiry. They have been followed up through further learning walks, work scrutinies and student voice. This is positively impacting on standards, progress and outcomes.

Spring Term:

	Spring 1						Spring 2					
	06/1/25	13/1/25	20/1/25	27/1/25	03/02/25	10/2/25	24/2/25	03/3/25	10/3/25	17/3/25	24/3/25	31/3/25
Key line management agenda items	TBC		TBC		TBC		TBC		TBC		TBC	
Learning Walks	Learning Walks										Follow up on agreed teachers' QET targets on classroom practice	
Curriculum Reviews							Subject review meetings, lesson visits, student voice, review of students' work					
Work Scrutiny					All books reviewed in each class						One-to-one follow up on agreed teachers' QET target areas.	
Progress Data Analysis					Data review						Data review & Pupil Performance Meeting	
CPD dates	Adaptive teaching and safeguarding updates						Responsive teaching					

Spring milestone: all leaders have reinforced and embedded (whole-school teaching and learning expectations within their area. CPD is designed and delivered around agreed specific areas of development. Students' work books show good quality of education over time for all and withstand external scrutiny.

Summer Term:

	Summer 1					Summer 2							
	22/4/25 (Tues)	28/4/25	5/5/25	12/5/25	19/5/25	2/06/25	9/6/25	16/6/25	23/6/25	30/6/25	7/7/25	14/7/25	21/7/25
Key line management agenda items	TBC		TBC		TBC		TBC		TBC		TBC		
Learning Walks						Follow up on agreed teachers' QET targets on classroom practice							
Curriculum Reviews							Subject review meetings, lesson visits, student voice, review of students' work						
Work Scrutiny							All books reviewed in each class						
Progress Data Analysis					Data review & Pupil Performance Meeting								
CPD	Adaptive teaching and safeguarding updates						Responsive teaching						

Summer milestone: during Curriculum Reviews and by the end of the summer term, all leaders can confidently evidence progress made in whole-school priorities. Building upon 2024-25 targets and lines of enquiry, improvements and priorities for 2025-26 are agreed and shared.

Appendices:

1. Learning Walk Form
2. Learning Walk Follow Up form (Individual)
3. Work Scrutiny Forms
4. Work Scrutiny Follow overview
5. Data Analysis Form
6. QET Self Evaluation Criteria

These forms will be saved in our Google Drive and used to report to school governors to minimise the duplication of work and evidence on-going work to improve the QET and student outcomes.

Intent: all forms are to be used as a development and responsive leadership tool to form professional learning communities within faculties where teachers support one another. We intend to normalise continual improvement in a culture of high expectations and high support through regular low-stakes feedback on teachers' practice.

Learning Walk Form

Focus (general or targeted):

Faculty/Department:

Date:

(EXPECTED IN EVERY LESSON)	Group feedback	Number of classes visited:	
Are learners...			
greeted at the door			
starting their learning promptly			
following teaching and instructions			
recalling/using prior knowledge making links from past learning to present learning and to future learning			
experiencing good modelling techniques			
able to explain what they need to do			
engaging with questioning			
using appropriately challenging model examples			
being independent in their learning			Bright spots:
able to work independently for prolonged periods of time (over 10 min)			
reflective thinkers			
directed to new vocabulary and terminology			
given regular feedback (throughout lesson and through 1 in 3 in books)			
given feedback that closes the learning gap	Follow up actions to be discussed as a faculty:		
showing engagement in their responses to feedback.			When will this feedback be discussed?
understanding their steps for improvement			When will the follow up review be?

Learning Walk Form (Individual – to be used to identify standards and follow up on targets agreed)

Observer:

Teacher:

Date:

Subject:

Year group/class:

	Key indicators - Are learners....		Additional comments/explanations
Silent Start	<ul style="list-style-type: none"> ○ greeted at the door ○ starting their learning promptly ○ following teaching and instructions ○ recalling/using prior knowledge making links from past learning to present learning and to future learning 	Embedded <input type="checkbox"/> Evident <input type="checkbox"/> Not evident <input type="checkbox"/>	
I do, We do	<ul style="list-style-type: none"> ○ experiencing good modelling techniques ○ able to explain what they need to do ○ engaging with questioning ○ using appropriately challenging model examples 	Embedded <input type="checkbox"/> Evident <input type="checkbox"/> Not evident <input type="checkbox"/>	
You do	<ul style="list-style-type: none"> ○ being independent in their learning ○ able to work independently for prolonged periods of time (over 10 min) ○ reflective thinkers ○ directed to new vocabulary and terminology 	Embedded <input type="checkbox"/> Evident <input type="checkbox"/> Not evident <input type="checkbox"/>	
Feedback Loop	<ul style="list-style-type: none"> ○ given regular feedback (○ given feedback that closes the learning gap ○ showing engagement in their responses to feedback ○ understanding their steps for improvement 	Embedded <input type="checkbox"/> Evident <input type="checkbox"/> Not evident <input type="checkbox"/>	

Work Scrutiny Form

Date:																							
Reviewer(s):						Class and subject/topic:																	
Teachers: (insert in columns above criteria)																							
Focus (if any):						Embedded	Evident	Not Evident	Embedded	Evident	Not Evident	Embedded	Evident	Not Evident	Embedded	Evident	Not Evident	Embedded	Evident	Not Evident	Embedded	Evident	Not Evident
Professionalism	Presentation of books is good																						
Adaptive teaching	Sampled work shows visible, consistent, and significant challenge and high expectations (HPA)																						
	Sampled work shows appropriate support, scaffolding, and challenge																						
Responsive teaching	There is frequent, clear, and consistent evidence of responses to feedback																						
	Highly effective sequencing of activities and modelling is present in all sampled books																						
Volume and Quality of work	The volume of work produced shows high expectations and in line with curriculum intentions																						
	Quality of work shows high expectations and in line with curriculum intentions																						
Strengths																							
Areas for Development																			Follow up date:				

Work Scrutiny Form – Overview

Class:		Date:	
Criteria: (expected in every book)		Focus: (general or targeted)	Number of books seen:
Professionalism	<i>Presentation of books is good</i>	Bright spots: (best practice)	
Adaptive teaching	<i>Sampled work shows visible, consistent, and significant challenge and high expectations</i>	General good practice included: (www)	
	<i>Sampled work shows appropriate support, scaffolding, and challenge</i>		
Responsive teaching	<i>There is frequent, clear, and consistent evidence of responses to feedback</i>	Follow up actions and targets to be discussed as a faculty/agreed as a faculty: When will the follow up review be?	When will the follow up review be?
	<i>Highly effective sequencing of activities and modelling is present in all sampled books</i>		
Volume and Quality of work	<i>The volume of work produced shows high expectations and in line with curriculum intentions</i>		
	<i>Quality of work shows high expectations and in line with curriculum intentions</i>		

Data Analysis Form

Subject:

Year group:

Date:

<p>1. Headline Figures</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 15%;"></td> <td style="width: 85%;">% on</td> </tr> <tr> <td>Exceeding</td> <td></td> </tr> <tr> <td>Meeting</td> <td></td> </tr> <tr> <td>Inconsistent</td> <td></td> </tr> <tr> <td>Below</td> <td></td> </tr> </table>		% on	Exceeding		Meeting		Inconsistent		Below		<p>2. What intervention will happen in class?</p>																					
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<p>3. Groups</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 15%;">% of students</th> <th style="width: 15%;">% of Exceeding</th> <th style="width: 15%;">% of Meeting</th> <th style="width: 40%;">% of Inconsistent or Below</th> </tr> </thead> <tbody> <tr> <td>More Able</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Boys</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Girls</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>LAC</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>In which classes are there gaps between most present? e.g Boys/Girls</p>		% of students	% of Exceeding	% of Meeting	% of Inconsistent or Below	More Able					Boys					Girls					LAC					PP					<p>4. How will this data, intervention and issues be communicated to your team?</p>	<p>5. Curriculum implications and revisions</p> <p><i>(Reflect on what needs to change/improve within the curriculum to meet/exceed expectations/standards)</i></p>
	% of students	% of Exceeding	% of Meeting	% of Inconsistent or Below																												
More Able																																
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LAC																																
PP																																

The Light Christian School QET Self Evaluation Criteria:

	Criteria	Summary	Term 1a RAG	Term 2a RAG	Term 3a RAG	Term 4a RAG	Term 5a RAG	Term 6a RAG
Curriculum intent	Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life	Ambitious intentions for all						
	The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge	Ambitious intentions for all						
	Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce	Students' work/books evidences volume and quality of work						
	Teachers have good knowledge of the subject(s) and courses they teach	Teacher subject knowledge						
	Reading is prioritised to allow pupils to access the full curriculum offer	Reading is promoted and new vocabulary is taught and deconstructed regularly						
Sequencing and retrieval	The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment	Effective sequencing of knowledge and skills						
	Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas	Effective sequencing and knowledge retrieval						

<p>Responsive teaching</p>	<p>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches</p>	<p>Responsive teaching – students frequently responding to misconceptions identified by teachers</p>						
<p>Adaptive teaching</p>	<p>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence</p>	<p>Adaptive teaching is present and leads to increased SEND progress and independence</p>						
<p>Summative assessment</p>	<p>Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points</p>	<p>Summative assessment is used responsively to inform lesson and curriculum planning</p>						
<p>Classroom environment and learning resources</p>	<p>Teachers ensure that their own speaking, listening, writing, and reading of English support pupils in developing their language and vocabulary well</p>	<p>Teachers model standard English</p>						
	<p>Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment</p>	<p>The classrooms' (displays, tidiness, layout, and students' behaviour) support learning.</p> <p>Where textbooks are used, they are not solely used, and are carefully chosen and used responsively</p>						

Evidence base: to minimise variation and improve standards, the same evidence base will be used for all the strategic priorities. Staff should collate and review these as directed.

Evidence	Evidence explanation
Line management meeting notes	These need to be securely stored as they will be intermittently reviewed to assess levels of support, challenge and professional development offered to staff
Curriculum reviews	Reports produced by SLT in line with the QET policy and schedule
Learning walks and lesson visits/observations	Completed in line with the QET policy and schedule
Work scrutinies	Completed in line with the QET policy and schedule
Students' exercise books/work (where they are used)	<p>All The Light Christian School students, including students with SEND, are expected to have exercise books/work which evidences their progress over time. This includes:</p> <ul style="list-style-type: none"> ▪ Volume and quality of work ▪ Frequent student responses to identified misconceptions ▪ Visible and appropriate support for SEND ▪ Visible challenge for the more able
Summative data	Internal and public examination data
Student voice and surveys	Half termly surveys will be given specifically to focus groups identified who may have had a negative experience of school life. Information gathered will be used to evidence follow up actions and track changing perceptions.
Parent voice and surveys	

