

# *Leading Towards Outstanding Teaching and Learning*

## A Model Policy for Leaders in School

This document is constructed in the same way as the model policy in “Developing a Teaching for Learning Policy”. It is, therefore, possible to use a similar workshop approach in the development of your own policy.

## **ANYWHERE SCHOOL**

### ***Leading Towards Outstanding Teaching and Learning***

#### **1. Introduction**

Class teachers and learning support staff need inspiration, direction, guidance and support in order to deliver the highest possible standard of teaching and learning. This document provides a framework of expectations and strategies within which leaders at *Anywhere School* work to promote and enable outstanding teaching and learning. It should be read in conjunction with the school's leadership, teaching for learning and related policies.

#### **2. What is Outstanding Teaching and Learning?**

At *Anywhere School*, we use the Ofsted evaluation schedule for school inspections as a starting point, but take a broader view of what makes teaching and learning outstanding, as seen in our teaching for learning policy and framework for effective teaching.

#### **3. Leading Towards Outstanding Teaching and Learning - Principles**

We believe members of staff with leadership responsibilities are leading towards the provision of outstanding teaching and learning when they:

- “role model” the behaviours of outstanding teachers; (4.1)
- provide a pleasant, supportive and inspiring working environment for pupils and members of staff; (4.2)
- provide, promote and support an effective, school-wide system of positive behaviour management; (4.3)
- promote, support and monitor a school-wide policy for teaching and learning, including associated policies for assessment, planning and responding to pupils' work; (4.4)
- provide structures and resources for assessment, planning and delivery that enable and encourage outstanding teaching; (4.5)
- encourage creativity and give teachers “permission” to experiment in their teaching; (4.6)
- provide teachers with focused professional development opportunities and support; (4.7)
- hold themselves and individual teachers to account for children's progress; (4.8)
- build partnerships with parents, the community, other schools and the wider teaching profession that support the provision of high quality teaching and learning; (4.9)
- formally and informally monitor and develop the work of teachers and members of the learning support staff. (4.10)

#### **4. Leading Towards Outstanding Teaching and Learning - Strategies**

- 4.1 In order to “role model” the behaviours of outstanding teachers, leaders in school will:
- apply the school’s teaching for learning policy and framework for effective teaching and learning in their own teaching and any other interaction with pupils; e.g. when taking assembly or engaging with pupils around the school;
  - where applicable, apply the positive and constructive approaches central to the school’s teaching for learning policy in their dealings with adults in school.
- 4.2 In order to provide a pleasant, supportive and inspiring working environment for pupils and members of staff, leaders in school will:
- ensure the physical environment is safe, comfortable, well-presented and fit for purpose;
  - actively seek and respond to the thoughts and opinions of pupils and members of staff;
  - take steps to monitor and support the mental and physical well-being of pupils and members of staff;
  - make themselves available for both formal and informal interactions with pupils and members of staff.
- 4.3 In order to provide, promote and support an effective, school-wide system of positive behaviour management, leaders in school will:
- ensure a positive behaviour management policy is agreed, implemented, monitored and reviewed;
  - take steps to ensure pupils, staff and other school stake-holders are familiar with the behaviour policy;
  - “role model” effective implementation of the behaviour policy;
  - actively support other members of staff in the implementation of the behaviour policy.
- 4.4 In order to promote, support and monitor a school-wide policy for teaching and learning, including associated policies for assessment, planning and responding to pupils’ work, leaders in school will:
- ensure as wide a range of stake-holders as possible is involved in the construction and review of the policy for teaching and learning and other associated policies;
  - ensure the policy for teaching and learning forms the starting point of all relevant monitoring and observation.(See 4.11)
- 4.5 In order to provide structures and resources for assessment, planning and delivery that enable and encourage outstanding teaching, leaders in school will:
- ensure that budgets are set that take into account the full cost of resourcing the implementation of the school’s policies;
  - ensure the physical and digital resources necessary to implement agreed policies are in place and that members of staff are appropriately trained and/or informed to use them. (See 4.7)
- 4.6 In order to encourage creativity and give teachers “permission” to experiment in their teaching, leaders in school will:
- place value on creativity in the course of monitoring and observation;
  - enable members of staff to “see and share” related good practice;
  - ensure that schemes of work enable flexibility within which teachers can be creative in their planning and respond to opportunities as they arise.

- 4.7 In order to provide teachers with focused professional development opportunities and support, leaders in school will:
- budget for the professional development necessary for members of staff to be able to implement the school's policies;
  - encourage the sharing of knowledge, understanding and skills within the school's staffing establishment;
  - help members of staff to identify and use a range of strategies and sources for their personal professional development;
  - particularly encourage members of staff to access "on-line" opportunities for professional development.
- 4.8 In order to hold themselves and individual teachers to account for children's progress, leaders in school will:
- ensure that the outcomes of monitoring, including work scrutiny, assessment data collection and pupil self-assessment are collated and analysed appropriately;
  - hold regular "pupil progress meetings" at teacher, team/department and whole-school level;
  - report appropriately to the staff, governing body and parents.
- 4.9 In order to build partnerships with parents, the community, other schools and the wider teaching profession that support the provision of high quality teaching and learning, leaders in school will:
- be active in developing age-appropriate opportunities for parents to be involved in and to support children's personal development and learning;
  - ensure the school has active links with public and commercial organisations both local and distant.
- 4.10 In order to formally and informally monitor and develop the work of teachers and members of the learning support staff, leaders in school will:
- implement an agreed policy for observation and monitoring;
  - seek frequent, informal opportunities to monitor and support the work of members of staff for whom they have leadership responsibility;
  - fully implement the school's arrangements for performance management.

## 5.0 **Summary**

When the requirements of this document are met we will see:

- a high proportion of lessons that are identified as outstanding;
- outstanding pupil progress seen in lessons and over time, in their responses, in work and in assessment data;
- teachers who are confident, who enjoy their work and who feel supported by the school's leadership;
- pupils and parents reporting positively about teaching and learning at the school.

## 6.0 **Review**

**This document should be reviewed annually.**