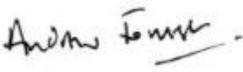


Great Yarmouth Community Trust
 Horatio House Independent school
 QUALITY ASSURANCE
 MONITORING TEACHING &
 LEARNING



Date policy approved by Trustees	1/9/2018
Date policy to be implemented	1/9/2018
Manager/s responsible for policy review	Senior Management Team
Date of next review	01/08/2020
	 Andrew Forrest Chief Executive Officer

Introduction

Horatio House became an independent school in Autumn 2016, having been a specialist centre in alternative educational provision since 2009.

The school supports young people to develop their social skills and achieve qualifications outside of a more traditional school setting. With a high staff-pupil ratio, the school is registered to take up to 64 secondary school aged pupils.

The aim is that during Key Stage 3 they study a range of subjects and vocations so that during Key Stage 4 they have the chance to gain GCSEs or fully equivalent qualifications in English, Maths, ICT, Science and Humanity, with options in Art and Catering. They will have further options from a range of vocational subjects including mechanics, construction, childcare, hair and beauty and more, as well as work experience placements.

The aim is for all pupils to gain real life and work skills and experience, and secure qualifications to enable them to move on to further education, apprenticeships or full-time employment.

Statement

The aims of monitoring Teaching and learning are as follows:

- ◆ To acknowledge the contribution of all staff and provide a source of information about the teaching practices and progress of the students within the school.
- ◆ To celebrate and share good practice.
- ◆ To help identify strengths and areas for support and development by engaging in informed dialogue on specified aspects of practice.
- ◆ To ensure curriculum coverage is broad balanced and to provide continuity within and across the key stages.
- ◆ To collect information against a set of criteria as identified in the Teaching and Learning policy, and guidelines for the observation of teaching and learning.
- ◆ To enable the School School Management Team to look back over the evidence gathered and make considered judgements about the strengths of teaching and learning, identify areas for development and use this to inform the School Development Plan and Continued Professional Development of the staff.

Procedure

Quality Assurance and monitoring of Teaching and Learning will be implemented by:

- The School Management Team collecting and sampling planning documentation for Units of work, Individual Education Plans, Annual Reviews, IMP's, teachers' records and pupil files.
- Work sampling and tracking pupil achievement within and across the Key Stages.
- An evidence based IV process is in place to ensure regular and consistent testing and assessment standards are maintained for all learners work.
- Displays of student work.
- Half-termly classroom observations (timetabled and un-announced) documented on the Monitoring of Teaching and Learning pro-forma.
- Two observations and review meetings will feed into the Horatio House Performance Management then inform School Improvement.
- Informal and formal supervision meetings.
- Target setting and identification of training needs using an appraisal system.
- Subject co-ordinator monitoring and support.

Roles and Responsibilities

Monitoring is carried out by a variety of professionals. These include:-

- School Management Team
- Subject leaders
- Colleagues within departments
- External, visiting professionals

This document should be read in conjunction with the Horatio House Teaching and Learning Policy, the policy for Performance Management, the role of the Subject co-ordinator and the Great Yarmouth Community Trust Equal Opportunity policy.

Other

Horatio House Independent School recognises the expectation of schools to promote Community Cohesion across all aspects of school life. We are aware that the work done within the learning environments of school embraces many elements of Community Cohesion. This policy is intended to formalise our coverage of this area of learning.

The process of the school aim is to ensure equality and consistency of service to learners; to ensure that no learner is disadvantaged in learning and opportunity by gender, ethnicity, sexuality, religion or disability; to ensure that all learners are treated equally and with respect by staff and peers.