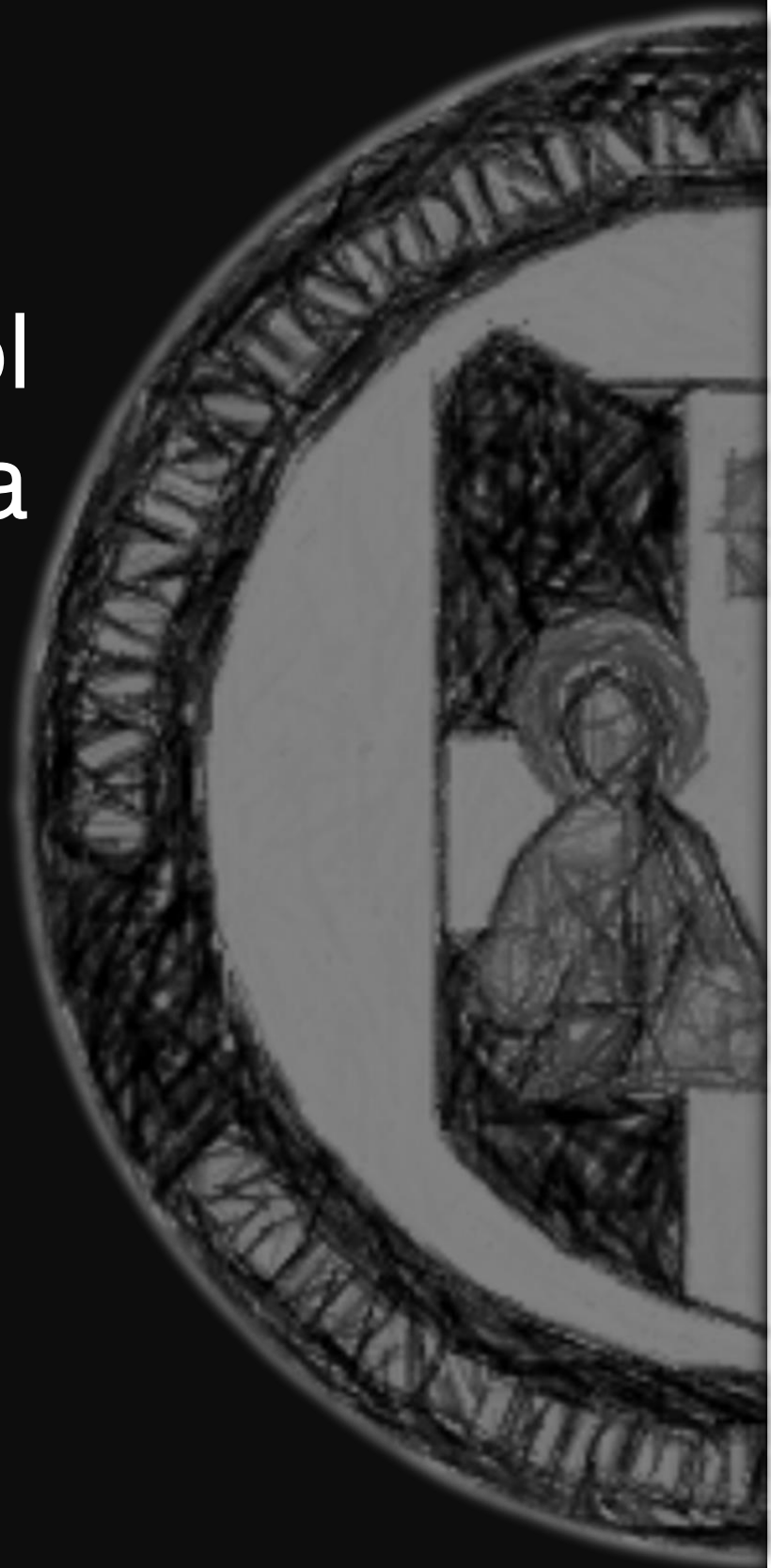


Greek School
of Ayia Triada
Birmingham

Teaching and
Learning Policy



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1. Introduction

At the Greek School of Ayia Triada Birmingham, we believe that learning should be a rewarding and enjoyable experience, fostering fun and creativity. Our teaching aims to equip children with the necessary skills, knowledge, and understanding to make informed choices in their future lives, leading to happiness and fulfillment. We find that children learn best when activities inspire curiosity and enthusiasm, are well-planned for consistent progress, and when assessment guides tailored support and extension. Additionally, a safe, orderly, and purposeful learning environment, along with strong home-school links and active parental involvement, are essential for effective learning.

2. Aims and Objectives

At Greek School Ayia Triada Birmingham, our teaching philosophy is 'Learning and Pupil Centred.' This approach ensures that every aspect of our school and classroom practices is grounded in a deep understanding of how children learn most effectively.

General Teaching and Learning:

- **Empower Confident Learners:** Cultivate children's confidence, resourcefulness, curiosity, and independence in learning.
- **Enhance Self-Esteem and Relationships:** Foster children's self-esteem, self-confidence, and self-worth while helping them build positive relationships with peers and adults.
- **Promote Respect and Empathy:** Develop children's self-respect and encourage them to respect the ideas, attitudes, values, and feelings of others.
- **Elevate Achievement Standards:** Raise standards of achievement across all aspects of pupil development throughout the school.
- **Inspire Achievement:** Instill in each child a strong desire to achieve their personal best.
- **Communicate High Expectations:** Develop and consistently communicate a culture of high expectations within the school community.
- **Provide Purposeful Learning:** Ensure that children understand the purpose and context of their learning experiences.
- **Foster a Caring Community:** Promote a caring and considerate attitude among all members of the school community.

Greek Language Learning and Culture Aims:

- **Promote Greek Language and Culture:** Foster a deep understanding and appreciation of Greek language, history, and cultural heritage among students.
- **Encourage Academic Excellence:** Provide high-quality education that challenges and supports students to achieve their full academic potential.
- **Nurture Inclusive and Respectful Environments:** Create a welcoming and safe learning environment that respects and values diversity, promoting equality and inclusion for all.

- **Develop Lifelong Learners:** Instil a passion for learning and critical thinking, preparing students to be inquisitive and knowledgeable lifelong learners.
- **Cultivate Community and Global Citizenship:** Encourage students to be active, responsible members of both the local and global community, understanding their roles and responsibilities as global citizens.
- **Engage Families and Community:** Strengthen ties with families and the broader community, promoting active participation and collaboration in school activities and decision-making.
- **Promote Ethical and Moral Values:** Instil strong ethical and moral values, guiding students to act with integrity, respect, and compassion in all aspects of their lives.
- **Provide Enriching Extracurricular Opportunities:** Offer a wide range of extracurricular activities, including arts, sports, and cultural events, to enhance students' educational experience.
- **Embrace Innovation and Continuous Improvement:** Commit to continuous improvement and innovation in teaching and learning practices, ensuring that our school remains at the forefront of educational excellence.

3. Our Philosophy

At the Greek School of Ayia Triada, we believe that quality learning is enriched through diverse teaching styles and strategies, underpinned by regular assessment and feedback. We prioritize both quality teaching and the value of learning, emphasizing the development of learning skills and the acquisition of knowledge. To foster effective learning, children must be actively involved and understand how to improve. Our staff maintain high expectations for student learning, encouraging the development of enquiring minds and independence. Additionally, we recognize the crucial and constructive role that parents and carers play in their children's educational development..

4. Ethos

- We believe that a stimulating school environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high quality work by the children. At Greek School of Ayia Triada we endeavour to create a positive context for learning by:
- Fostering a caring and considerate environment where all children feel safe;
- Providing good role models through the way that we interact with all adults and children, at all times, and in all places;
- Developing classroom environments in which children feel valued, respected and safe;
- Creating an environment where it is acceptable to make mistakes and be challenged by their learning;
- Involving all pupils in the way the school is run, through class and school councils, in order to make them feel that their opinion is valued;
- Providing exciting opportunities for learning, which enrich the curriculum and include after-school activities, visits and input from the wider community, including religious speakers, arts performers and representatives from the sporting bodies.

5. Teaching and Learning Environment

The environment in which children work plays a crucial role in their learning. We strive to provide a stimulating and conducive atmosphere for learning by:

- Creating clearly defined areas in classrooms and maintaining tidiness.
- Organizing environments that set positive examples for children.
- Regularly updating displays to reflect current topics of study.
- Designing classroom spaces with vibrant, stimulating displays that celebrate children's work, alongside literacy and numeracy walls that support ongoing learning.
- Ensuring the availability of drinking water in all classrooms, promoting nutritious school meals, and encouraging healthy snacks during playtime to support both physical and mental well-being.

6. Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in the way best suited to them:

- **Visual**
- **Auditory / orally**
- **Kinaesthetically**

Therefore, we endeavour to take account of these different learning styles when planning and teaching. Through our planning we offer opportunities for children to learn in different ways. These include:

- investigation and problem solving
- research and finding out
- group work
- paired work
- independent work
- whole class work
- asking and answering questions
- use of the computer
- fieldwork and visits to places of educational interest
- creative activities
- watching television and responding to recorded material (eg. Listening and responding activities)
- debates, role-plays and oral presentations
- designing and making things
- Visitors to enhance learning

We involve children in the learning process and encourage them to develop self-assessment skills, so that they can take greater responsibility for their learning. We make regular evaluations of lessons so that we can modify and improve our teaching and also inform future planning. Effective marking and verbal feedback provides an

invaluable guidance on how well children are doing and what they need to do in order to improve.

7. Effective Teaching

In our teaching approach, we prioritize motivating students and building upon their skills, knowledge, and understanding of the curriculum. We use the school's skills-based curriculum plan to guide our instruction.

Our teaching is informed by an understanding of each child's level of attainment, with a primary focus on further developing their knowledge and skills. We ensure that all tasks are appropriately tailored to each child's abilities. When planning for children with special educational needs, we carefully consider the information and targets outlined in their Educational Healthcare Plans, provided by mainstream schools and parents. We maintain high expectations for all students, striving for the highest possible standards in their work.

8. Behaviour & Discipline

At the Greek School of Ayia Triada, all staff make a concerted effort to establish positive working relationships with every student. We treat children with kindness, respect, and fairness, ensuring equal opportunities for participation in class activities. Adhering to the Behaviour Policy, we set and agree upon a school code of conduct with the students, expecting compliance to foster optimal learning conditions. By praising children's efforts, we cultivate positive attitudes towards school and learning. We maintain good order and behavior at all times, following the Behaviour Policy guidelines for sanctions when necessary. Safety is paramount; we ensure all tasks and activities are safe, and adhere to strict procedures for offsite activities as per the Offsite Activities Policy.

Teaching Assistants are deployed effectively to meet the pupils' needs, working with individual children or small groups inside and outside the classroom based on the task. They also participate in planning and assessing children's work. Additionally, other adult helpers are utilized to support classroom learning.

Child Kindness and Caring Code of Conduct: Golden Rules

- 1. Be Kind and Respectful:** Treat others with kindness, respect, and empathy at all times.
- 2. Be Fair and Inclusive:** Ensure everyone has an equal opportunity to participate and feel valued.
- 3. Listen and Communicate Positively:** Listen attentively to others and communicate in a positive and respectful manner.
- 4. Support and Encourage:** Offer support and encouragement to peers, celebrating their successes and efforts.
- 5. Maintain a Safe Environment:** Follow safety rules and help create a secure and welcoming atmosphere for everyone.
- 6. Act Responsibly:** Take responsibility for your actions and strive to make thoughtful, considerate choices.

7. Promote a Positive Attitude: Approach learning and school life with enthusiasm and a positive mindset.

8. All Children have their rights and all children's rights are respected by everyone in our school

Behaviour Management Forms

We have recently noticed a raise in behaviour problems in our school which vary from simple naughtiness to challenging, inappropriate or disrespectful behaviours which ranges across all ages. At GSAT, we firmly believe in promoting a culture of kindness, inclusivity, and empathy and we will continue to reinforce these values and strive towards creating a safe and nurturing environment for all our students to thrive academically, emotionally, and socially. For this reason and due to reviewing our former behaviour management policy and behaviour notes that used to be sent home notifying parents if a child did not have a good day, we are now introducing NEW forms. These will be BLUE FORMS and RED FORMS:

Each of these forms will reflect on time after school (on the same day that the incident happens). Also depending on the seriousness of incident a child may receive a red form from the first occurrence of an incident

- **1st time -Blue Form-** reflection time after school time for 20-minutes with the class teacher
- **2nd time-Blue Form-**reflection time after school time for 30-minutes with the class teacher
- **3rd time- RED form-**reflection time after school for 1 hour- with the headteacher

After the RED form the matter is referred to the Management form for further steps

- First Step- suspension for one week from school
- Second Step-suspension for two weeks from school
- Third Step- exclusion from school.

Depending on the seriousness of Behaviour Issues/ Bullying/ forms may be accompanied with fines- especially if behaviour issues concern also physical harm and damages in school; Also, these will reflect the PROGRESS REPORTS. If a child receives BLUE or RED forms this should appear on the Progress Reports

9. Pupil Management

We acknowledge that well-managed classrooms are characterised by a range of other features, which we strive to achieve:

- There are established lesson routines and ways of working e.g. register, morning or arrival activities, lining up, tidying away and wet playtimes (for EYFs).
- Resources are well-maintained and well-presented. Teachers are prepared for lessons, including the organisation and preparation of teaching aids / resources.

- All adults take responsibility for maintaining standards of behaviour for all children according to our Behaviour Policy.
- All adults are expected to insist upon and maintain high levels of whole class good behaviour when moving around the school, in the school hall during dinner times and in the playground e.g. assembly time, during celebrations, during lining up on the playground and walking into the school.

The school standards of behaviour should be maintained when on educational visits outside school, including sporting events and when outside visitors come into school.

10. Assessment, Recording & Reporting

Assessment should be at the heart of the educational process enabling children and their teachers to engage together to form an integral part of planning, teaching and learning. As part of a continuous process assessment enables informs planning to ensure children are being appropriately challenged in all aspects of the curriculum. Assessments can be made whilst working alongside individual children within the context of the classroom and also through analysing more formal assessments made at various times during the year.

The most effective assessment procedures involve a clear awareness of the context in which 'achievements' are made. Involving children in their learning journey ensures that our judgements are sensitive to the child's perception and that they are clear on what they need to do to improve their work.

11. Evaluation, Observation and Assessment of Pupils Work and Progress

All teachers at the Greek School of Ayia Triada consistently observe, assess, reflect, and review the achievements of each pupil. Detailed assessment records are maintained for every student, ensuring a comprehensive understanding of their progress. Pupils are actively involved in the assessment process through self-appraisal, peer-appraisal, and target setting, allowing them to understand their current achievements and identify the steps needed for further improvement. Assessment is viewed as a continuous process that accommodates varying rates of learning development.

Early identification of any learning weaknesses enables teachers to evaluate and enhance the effectiveness of their instruction regularly. Pupils receive regular, constructive feedback on their learning, helping them recognize mastery of skills or areas needing improvement. Teachers make ongoing observations during lessons and frequently analyze pupils' work to pinpoint their learning needs. Achievements are celebrated through verbal praise, celebration assemblies, classroom and school displays, certificates, and the Celebration Wall, recognizing and encouraging pupils' learning successes.

For children with additional needs, we always refer to the EHCP (Education, Health, and Care Plan) from their mainstream school. We liaise closely with parents and the mainstream school before accepting any child to ensure we provide the best support and care. Our goal is to address not only their learning needs but also all aspects of their school life, ensuring a comprehensive support system. That includes not only

children of younger age but also all our pupils at exams age. We always liaise with both mainstream school SENCOs and parents for the best support during formal examinations

Assessment Procedures

The school maintains a structured framework for assessing and monitoring children's progress and achievements. Our assessment procedures are regularly reviewed to align with updated strategies recognized by the Cypriot Educational Mission and the Greek Educational Mission. Beginning in the academic year 2016/17, students in Year 4, Year 5, and Year 6 will undergo assessments including end-of-year examinations, Ellinomatheia examinations, and baselining tests tailored to the curriculum being taught. In addition, we engage in termly assessments, baselining assessments, and end-of-year assessments, each serving specific purposes in evaluating student learning and development throughout the academic year. All assessments aim to evaluate a pupil's progress in one of the four areas of learning: Speaking, Listening and responding, Reading and understanding, and Extended writing, ensuring a comprehensive understanding of their educational journey.

12. Role of the Headteacher and Management Board

A. Headteacher

- Support the use of appropriate teaching strategies by allocating resources effectively
- Coordinates and chairs the monthly meetings of the school staff.
- Supports the professional development procedures of the staff.
- Review the staff performance termly
- Planning publicity strategies and campaigns
- writing and producing presentations and press releases
- organising promotional events such as press conferences, open days, exhibitions, tours and visits
- designing, writing and/or producing presentations, press releases, articles, leaflets, 'in-house' journals, reports, publicity brochures, information for web sites and promotional videos
- Calls and Chairs for disciplinary meetings with the Management Board in the case of serious incidences at school, formal complaints and misconduct complaints
- Responsible for setting up an Educational Advisory Team. This team consists of 5 people, Educational Advisors with long experience in education from management, advisory, or academic related positions.
- Coordinates and supports the role of the Ed. Advisory Team
- Coordinates and Supports the hiring and employment procedures of the school and ensures that the school fully complies with the equal opportunities policy as well as the good practice of teaching and support staff employed in school
- Monitors teaching strategies in the light of health and safety regulations
- Monitors how effective teaching and learning strategies are in terms of raising pupil attainment
- Ensures that staff development and performance management policies promote good quality teaching

- Monitor the effectiveness of the school's teaching and learning policies through the school self- review processes (staff and Management Feedback, Parents' Feedback and Management Report for the end of the Year)

B. Chair Management Board

- Supports the role of the Headteacher of the School
- Calls for monthly meetings with the Management Board
- Calls for policy review meetings
- Attends disciplinary meetings and makes presents the case that has been forwarded to the school for disciplinary action, in the case of for example, serious incidence at school, formal complaints and misconduct complaints
- Coordinates and supports the role of the different teams of the Management Board: Finance and Fundraising team, Educational Advisory Team, and various project teams that are set up on occasional basis with time limited
- Sets the agenda of the meetings
- Holds a significant vote in the meetings of the Management Board
- With the Headteacher supports the professional development procedures of the staff.
- Supports and monitors the review proceedings of staff performance review meetings
- Planning publicity strategies and campaigns
- writing and producing presentations and press releases
- With the Headteacher monitors the effectiveness of the school's teaching and learning policies through the school self- review processes (staff and Management Feedback, Parents' Feedback and Management Report for the end of the Year)
- Makes decisions on restructuring procedures when and if needed

13. Role of the Parents / Guardians

At our school, we deeply value the pivotal role that parents play in supporting their children's learning journey. We believe that parental involvement is crucial to children's educational success. To foster strong partnerships between home and school, we ensure parents are well-informed about their children's learning through various channels. This includes dedicated parents' evenings where we discuss children's progress face-to-face, as well as providing comprehensive information through a Parents' Information Pack distributed at the start of each academic year. Additionally, we communicate regularly with monthly newsletters, feature updates in our school magazine, and maintain an informative website. These efforts are designed to keep parents actively engaged and informed partners in their children's education, promoting a collaborative approach to learning and development.

In addition to these communication channels, we encourage various forms of parental involvement in our school. Parents are invited to participate in school events such as open days, cultural celebrations, and fundraising activities. We also welcome parent volunteers to assist in classrooms, on field trips, and with extracurricular activities,

enriching the school experience for all. Furthermore, parents are encouraged to provide feedback and suggestions through parent surveys and forums, ensuring their voices are heard in shaping the school's policies and practices. Through these diverse avenues of involvement, we strive to create a supportive and inclusive school community where parents and educators work together to nurture each child's academic and personal growth.

Reporting to Parents

Each year, during the Summer term, parents receive a comprehensive report detailing their child's progress at the end-of-year progress meetings. These reports maintain a positive tone, celebrating the child's achievements while also providing constructive feedback on areas for further development. Parents are encouraged to respond to the report, fostering open communication between home and school.

Throughout the academic year, formal opportunities such as parents' evenings are scheduled once each term, allowing parents to meet with their child's class teacher to discuss progress and ways to support their learning at home. During these sessions, parents are invited to review their child's work, share targets, significant achievements, and the teacher's feedback. Additionally, specific events like homework evenings, reading and math workshops, and transition afternoons are organized to equip parents with strategies to effectively support their children's learning outside of school hours. These initiatives aim to strengthen the partnership between parents and educators, ensuring each child receives tailored support to thrive academically and personally.

14. Standardisation and Moderation

Effective teaching at every stage hinges upon a deep understanding of each child's actual learning progress. As a fundamental aspect of our ongoing professional development, regular staff meetings include the meticulous scrutiny of samples of work spanning all year groups. Through these discussions, we meticulously analyze the characteristics of assessed levels and outline clear next steps and stages of development for our students. Additionally, during these sessions, we conduct book trolls to ensure

15. Performance Management of Staff, Training and Staff Development

At the Greek School of Ayia Triada, we prioritize the ongoing enhancement of staff performance and professional development as integral to our commitment to academic excellence. Our approach to staff performance begins with regular, structured evaluations that assess teaching effectiveness, curriculum delivery, and the support provided to students across all year levels. These evaluations serve as a foundation for identifying strengths and areas for improvement, ensuring that each staff member receives targeted support and feedback.

Professional development opportunities are tailored to meet the specific needs identified through performance evaluations. These may include workshops, seminars, and training sessions designed to enhance pedagogical skills, deepen subject knowledge, and incorporate innovative teaching

methodologies. We also encourage staff to pursue further education and certifications relevant to their roles, fostering a culture of lifelong learning among our educators.

In addition to formal training, collaborative learning environments are cultivated within the school community. Staff engage in peer observation and reflection, where they share best practices and collaborate on strategies to improve teaching and learning outcomes. This collective approach not only enriches individual teaching practices but also strengthens cohesion and shared goals among the teaching staff.

Furthermore, our school values research and evidence-based practices. We encourage staff to engage with educational research and apply findings to their classroom practices, ensuring that teaching methods are grounded in current pedagogical knowledge and research-backed strategies.

Ultimately, our commitment to staff performance and professional development is grounded in the belief that well-supported and continually developed educators are better equipped to inspire and empower students to achieve their full potential academically, socially, and personally.

16. Offsite Activities, Field Trips, Live Learning, Educational and Summer Camps

At the Greek School of Ayia Triada (GSAT), we are committed to enriching our students' educational experiences through a variety of offsite activities, field trips, live learning experiences, educational camps, and summer camps. These activities are scheduled regularly throughout the academic year, with specific choices and decisions made based on educational objectives and student interests.

1. **Frequency and Selection:** Offsite activities, field trips, and live learning experiences are integrated into our curriculum to occur regularly. The selection of these activities is determined by a collaborative effort involving teachers, administrators, and sometimes student input. Choices are guided by educational goals, curriculum relevance, and the opportunity to enhance learning beyond the classroom.
2. **Educational Aims:** These activities are designed to complement classroom learning by providing practical applications and real-world experiences. They aim to enhance students' understanding of subjects, foster critical thinking skills, and encourage curiosity and exploration.
3. **Holistic Development:** Participation in educational and summer camps promotes holistic development by nurturing social skills, resilience, and a sense of responsibility. These experiences also contribute to students' physical and mental well-being through outdoor activities and exposure to diverse environments.

4. **Fun and Engagement:** While supporting academic goals, these activities also prioritize enjoyment and positive experiences. They aim to inspire students, instill a love for learning, and create lasting memories.

Through our comprehensive approach to Offsite Activities, Field Trips, Live Learning, Educational, and Summer Camps, GSAT strives to provide a well-rounded education that prepares students for future challenges while fostering a lifelong appreciation for learning and exploration.

17. Learning Walks, Lesson Observations, And Staff Appraisals: *evaluating the impact on pupils' progress and effectiveness of teaching*

At the Greek School of Ayia Triada Birmingham, we recognize that teachers' practices, including lesson planning, schemes of work, individual learning targets, homework assignments, books, and marking, significantly influence the progression of children's learning and individual learning outcomes. Therefore, our school closely monitors teachers' work to enhance standards and refine our educational practices for effective planning and delivery.

Throughout the academic year, we conduct regular monitoring activities to support this goal. This includes two 20-minute learning walks and one 40-minute general observation session from September to July. Additionally, teachers and Teaching Assistants (TAs) participate in feedback meetings and follow-up discussions focused on lesson improvement strategies. We also convene general staff meetings and provide written feedback to address any concerns and highlight commendable aspects observed during lessons. These sessions aim to promote consistency in teaching methods and encourage the adoption of successful routines, techniques, and ideas for continuous improvement.

Below are some general guidelines related to the grading of lessons:

Outstanding lessons (1)

- Information from assessments is used to set tasks that are perfectly matched to the pupils' prior attainment
- The work is pitched at a level that is achievable if individual pupils work hard and try their very best
- Pupils with specific learning needs receive support at the time and level it is required to optimise their learning
- The work includes opportunities to develop pupils' skills in reading, writing, mathematics and ICT, as well as providing opportunities for extending wider skills such as research and co-operative working
- The tasks themselves enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more
- The pace of learning is optimised throughout the lesson by the teacher being able to use the time to the best effect in supporting pupils at the time they need such support
- The teacher demonstrates a high degree of subject knowledge when framing and answering questions
- The work for each individual is adapted in the light of any misconceptions that are brought to light through questioning or checks on pupils' work
- Marking is frequent and regular, providing pupils with very clear guidance on how work can be improved
- The teacher ensures that corrections are carried out and any missing work is completed

- Home Learning is an integral part of the lesson. It extends the learning and is treated as being as important as the lesson itself

Good lessons (2)

- Information from assessments is used to set tasks that are well matched to groups of pupils' prior attainment
- The work is pitched at a level that is achievable for most within the group if they work hard and try their best
- Pupils with specific learning needs receive support that allows them to work independently and make good progress during the lesson
- The work includes some opportunities to develop pupils' skills in reading, writing, mathematics and ICT
- Pupils find the tasks interesting and enjoyable. They concentrate well and pay full attention to the teacher
- The pace of learning is good throughout the lesson as no time is wasted. The teacher provides support for groups as appropriate and they do not have to wait for such input
- The teacher demonstrates a good degree of subject knowledge when framing and answering questions
- Questions tease out most pupils' understanding so that teachers are aware of the degree to which most pupils are secure
- Lessons are adapted in response to misconceptions that are brought to light through questioning or checks on pupils' work
- Marking is frequent and regular, providing pupils with guidance on how work can be improved
- The teacher ensures that corrections are carried out and most missing work is completed.
- Home Learning is used to extend the learning

Requires improvement (3)

- Information from assessments is used to set tasks that are matched to the needs of the class
- The work is pitched at a level that is achievable for all within the class with extension activities provided for the most able and support mechanisms in place for those who find learning more difficult
- Pupils with specific learning needs receive support that allows them to make satisfactory progress
- The work includes some opportunities to develop pupils' skills of reading, writing, mathematics and ICT, but these are inconsistent in the longer term
- Pupils find the tasks interesting. Most concentrate well and pay full attention to the teacher. However, some may lose interest and need to be reminded to concentrate by the teacher
- Pupils make steady progress throughout the lesson because the work is reasonably challenging. In-class assessment identifies general misconceptions, but is not always acted upon straight away with either individuals or the class as a whole. Pupils may have to wait with their hands up for support
- The teacher demonstrates sufficient subject knowledge to deliver the content and to answer questions correctly
- Questions give a broad overview of pupils understanding
- Misconceptions brought to light through questioning are acknowledged but not addressed within the lesson
- Marking is encouraging and provides the pupil with some guidance on how work can be improved
- There is some evidence in pupils books of corrections being carried out and missed work being completed
- Home Learning is used to extend the learning although this may be irregular

Inadequate lessons (4)

- Information from assessments is not used in planning.
- Tasks are not suitably matched to pupils' prior attainment, so they find the work too easy or too hard
- Pupils with specific learning needs are not provided with appropriate support and guidance to allow them to make progress
- The promotion of basic skills is ignored.
- Pupils are bored by the tasks, and may become disruptive
- The pace of learning is slow because pupils are held back by having to wait for the teacher or other members of the class
- Subject knowledge is poor, so that incorrect information is imparted or the teacher is unable to answer questions that are of a level to be expected in the lesson.
- Questions are closed and are not used to assess pupils' understanding

- The teacher is unable to adapt the task in the light of such assessment
- Marking is infrequent and/or irregular and/or fails to provide the pupil with guidance on how work can be improved
- There is no insistence that corrections are carried out and any missing work is completed
- Home Learning is not set or is seen as a 'bolt on' with little relevance to the lesson

17. Learning Walks: Forms and Information

Learning Walks: Quality of Teaching and Learning

Learning Support and Advice: _____ Teacher: _____

Date: _____

	Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)
<i>Subject Knowledge</i>	Teacher demonstrates deep knowledge and understanding of the subjects they teach. Teacher uses questioning highly effectively and demonstrates understanding of the ways pupils think about subject content.	In lesson, teacher develops, consolidate and deepen pupils' knowledge, understanding and skills.	Teaching, learning and assessment are not yet good.	Teaching is poorly planned. Weak assessment practice means that teaching fails to meet pupils' needs. Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.
<i>Lesson planning & behaviour management</i>	Teacher plans lesson very effectively, making maximum use of lesson time and coordinating lesson resources well. Also the teacher manages pupils' behaviour highly effectively with clear rules that are consistently enforced. <ul style="list-style-type: none"> • Clear objectives set which are assessable and build on previous learning • Clear differentiation in planning and delivery of lesson • Ensures engagement and understanding of all pupils • Uses appropriate resources • Manages support staff effectively • Introduction and plenary successfully delivered during lesson 	Teacher uses their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. Also teacher uses questioning skilfully to probe pupils' responses and reshapes tasks and explanations so that pupils better understand new concepts. Teacher tackle misconceptions and build on pupils' strengths. Teacher uses effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teacher reinforces expectations for conduct and set clear tasks that challenge pupils.	<ul style="list-style-type: none"> • No clear objectives set • Poor differentiation • Planning not focusing on individual learning needs • Adequate to poor engagement • Resources not adequately used • Intro and Plenary not clear • No clear instructions for support staff 	Pupils cannot communicate, read, write as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum.
<i>Time & progress</i>	Teacher provides adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teacher identify and support any pupil who is falling behind, and enable almost all to catch up.	Teacher identifies and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.		Teacher does not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.
<i>Pupil understanding</i>	Teacher check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.			
<i>Feedback, marking & assessment</i>	Teacher provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.	Teacher gives pupils feedback in line with the school's assessment policy.		

<i>Home learning</i>	Teacher sets challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.	Teacher sets homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.		
<i>Literacy across the curriculum</i>	Teacher embed reading, writing and communication and, equipping all pupils with the necessary skills to make progress. For younger children in particular, <u>phonics teaching is highly effective in enabling them to tackle unfamiliar words.</u>	Teacher develops pupils' reading, writing and communication. For younger children in particular, <u>the teaching of phonics is effective in enabling them to tackle unfamiliar words.</u>		
<i>Expectations & achievement, Challenge & improvement</i>	Teacher is determined that pupils achieve well and encourages pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teacher have consistently high expectations of all pupils' attitudes to learning. Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.	Teacher expects and encourages all pupils to work with positive attitudes so that they can apply themselves and make strong progress. Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities. Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practice key skills.		

LESSON DROP IN MONITORING FORM

Date: _____ Teacher: _____ Subject: Modern Greek Class: _____ Time: _____.

Observer (s): _____

A. The Class

To Check while in Classroom	YES	NO
1. Scheme of Work in class		
2. Lesson Planning		
3. Notice Boards Up to date including praising and rewards system (children's work evident)		
4. Day Learning Intentions clearly visible in class and introduced to students		
5. Sample of Work from Erdington and Branches		
6. (Reading book-homework in books, essay writing, spelling books with feedback from parents, home reading books)		
7. Resources available for the lesson		
8. Other (please state)		
9. Technology used during lesson		
10. Language appropriate for all students		

B. Pupils

Pupil	1	2	3
Male			
Female			
Gr. Mother Lang.			
Gr. Foreign Lang.			
SEN			

Pupil Questionnaire

Question/Pupil (Y-YES, N-NO) *if you wish to elaborate	1	2	3
Is this what your classes are usually like	16		
Does your teacher provide support when you need it?			
What would you like your teacher to do more?			

Signature: _____

18. Version Control

Version Name	Date	Reason for Update
Draft of Teaching and Learning Policy (1 st version)	01/09/2007	Not in place, needed to create teaching and learning Policy. Feedback Dr Riaz Farooq –Birmingham City Council-Local Supplementary School Officer
Draft of Teaching and Learning Policy (2 nd version)	11/01/2010-	This policy was fully reviewed and amended from its first version on the 11/01/2010 , at a join meeting, in the presence of the headteacher of the School <u>Ms Tryfonos Stella</u> , the president of the School Committee of Ayia Triada School <u>Ms Lenia Stylianou</u> , members of the school’s committee, some parents and the members of the Pupil’s Councils from all the schools of Ayia Triada.
Reviewed	15/09/2012.	There is a need for improving this policy
Reviewed	01/12/2012	Improved version (3 rd version) ready and approved
Draft of Teaching and Learning Policy (4 th version)	10/01/2017-	Second version, re-introduced following a meeting at the Birmingham Supplementary Schools Consortium 10 th January 2017. Sent for reviewed
Amended Version	26/07/2017	Following advice, a full review and re-written following a feedback and a suggested model policy
Reviewed and Updated	01/09/2018	Reviewed and Approved. Sections added to complement our internal learning walks to ensure quality standards
Reviewed and Updated	01/09/2019	Reviewed and Approved.
Reviewed and Updated	01/09/2021	Reviewed and Approved.
Reviewed and Updated	20/09/2022	Reviewed and Approved. No changes
All sections updated	01-07-2024	To be reviewed again in July 2025, Approved with many section changes and key additions