

SINCLAIR HOUSE SCHOOL
CURRICULUM, TEACHING AND LEARNING POLICY: SCRUTINY OF WORK

This policy, which applies to the whole Prep school inclusive of the Early Years Foundation Stage, is in support of the health and safety policy and the individual health and safety assessments. This policy is publicly available on the school's website. On request a copy may be obtained from the school's office.

Thoughts: wonder if our meetings are enough.

In order to ensure that the quality input of a subject remains targeted within a pupil-centred learning ethos, the following monitored process operates at Sinclair House School. An annual review, with teachers and under the chairmanship of the Headmistress, will ensure whether the policy remains relevant or needs updating. The review must be held not later than the first week of a new academic year.

The Headmistress will take responsibility for initiating and monitoring this policy.

Introduction

Sinclair House School remains committed to quality teaching and targeted learning outcomes for each pupil. Sinclair House School is committed to the best academic development of each pupil through the implementation and monitoring of school policies to ensure the operational effectiveness of each, including quality control in subject teaching and learning. At Sinclair House we are committed to a pupil-centred approach that enables achieving, average and struggling pupils to maximise on and develop their academic potential. **This goal will be achieved through a work-sampling assessment¹ of marking and detailed attention to academic progress followed up by relevant corrective and motivational input of each pupil. Additional attention will focus on the pupil's attitude toward his / her subject and the relationship with his / her teacher.**

Sinclair House School is committed to employing teachers whose certification reflects academic abilities with regard to specific subject knowledge and who are also holders of accredited teaching qualifications. Teaching job descriptions and contracts will also reflect the provisions of this policy. To support its goal of effective scrutiny, teachers will be monitored by the Headmistress / delegated appointee. The monitoring process will ensure that all pupils' work is regularly marked by the teacher, with accompanying feedback giving unambiguous direction towards improvements and affirming progress made. The uniqueness of each pupil and their needs must be addressed by a teacher-led, pupil-centred teaching that addresses each pupil's abilities and learning needs. Pupils will be encouraged to grow and develop their academic prowess within their identified abilities.

Policy monitoring

Sinclair House School will monitor the effectiveness of this pupil-centred policy by:

- identifying learning outcomes that give evidence of curriculum required academic progress
- comparing the content of the pupil's most recent work with previous submission, addressing what specific improvements have been made, areas for improvement which need to be addressed within the context of a written and recorded learning plan and if there is no evidence of progress then a written and recorded recovery plan must be initiated.
- identifying hindrances preventing the pupil from attaining the best academic attainment and initiating a written and recorded recovery plan to overcome these hindrances
- giving evidence of an increase in subject knowledge, understanding and skills development and if there is no evidence of progress then a written and recorded recovery plan must be initiated
- giving evidence that the pupil demonstrated independence in his / her learning and if there is no evidence of progress then a **written and recorded recovery plan** must be initiated

Sinclair House School will monitor perceived attainment progress by:

- identifying academic growth congruent with expectations for a pupil's age and abilities, and if there is no evidence of progress then a written and recorded recovery plan must be initiated.

- questioning whether the standards achieved are consistent for different groups of pupils: gender, high / average / low achiever, and if there is no evidence of consistency or academic growth then a **written and recorded recovery plan** must be initiated.

Sinclair House School will monitor and record pupil attitudes and responses by:

- examining whether his / her standards of presentation remain consistently high, and if this is not the case, then the teacher will seek to address the causes inhibiting such responses
- examining whether the pupil's work is completed, and if there is no evidence of progress then a written and recorded recovery plan must be presented
- examining evidence demonstrating how pupils have reflected on their work and made changes, and if there is no evidence of progress then a written and recorded recovery plan must be presented

Sinclair House School is a small school with a strong team of highly-qualified teachers. We want to ensure that this is reflected in our approach to scrutiny of work and have adapted this accordingly. Instead of members of SLT taking away books to scrutinise, we have adapted our **Because we have no Head of Departments to conduct thorough scrutinies within subjects,**

Sinclair House School will monitor and record the quality of teaching and learning (including pupil progress), as well as the learning environment through the following structure:

Term	Principal	Deputy	SENCo	HoD
Autumn 1	X1 Learning Walk (before Open Day) Feedback with: 1.SLT 2. Staff during weekly meeting		X1 Learning Walk Feedback with: 1.SLT 2. Staff during weekly meeting	<p>Recorded observations of teaching and learning throughout the year.</p> <p>Feedback to SLT in end of term HoD meetings.</p> <p>HoD's to feedback to department during scheduled department meetings and start of term INSETs.</p>
Autumn 2		X1 Learning Walk Feedback with: 1.SLT 2. Staff during weekly meeting		
Spring 1	Book scrutiny Feedback with: 1.SLT 2. HoD 3. Staff during department meeting	Book scrutiny Feedback with: 1.SLT 2. HoD 3. Staff during department meeting	X1 Learning Walk Feedback with: 1.SLT 2. Staff during weekly meeting	
Spring 2	Book scrutiny Feedback with: 1.SLT 2. HoD 3. Staff during department meeting	Book scrutiny Feedback with: 1.SLT 2. HoD 3. Staff during department meeting		
Summer 1		X1 Learning Walk Feedback with: 1.SLT 2. Staff during weekly meeting		
Summer 2	X1 Learning Walk Feedback with:			

	1.SLT 2. Staff during weekly meeting			
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Suggestion:

Term	Headmistress	Pastoral Deputy/ SENCo	Academic Deputy	Other
Autumn 1	Learning walk Art & Science scrutiny	Scrutiny English	Scrutiny Maths	Staff meeting dedicated to Maths
Autumn 2	Learning walk Art & Science scrutiny	Observation Maths	Observation English	Staff meeting dedicated to English
Spring 1	Scrutiny Maths	Learning walk Art & Science scrutiny	Scrutiny English	Writing moderation meeting
Spring 2	Observation English	Learning walk Art & Science scrutiny	Observation Maths	
Summer 1	Scrutiny Maths	Scrutiny English	Learning walk Art & Science scrutiny	
Summer 2	Observation Maths	Observation English	Learning walk Art & Science scrutiny	

* Learning walks to focus on specialists/Humanities/ICT

* Additional observations/scriuinies based on SDP on going (decided at the beginning of the term)

Monitoring and Review:

To be continuously monitored and reviewed by no later than two years from the date shown below.

Signed:

Date: 27th August, 2019



Mrs. Carlotta T.M. O'Sullivan

Principal

Review Date: September 2021

