



# LANCASTER STEINER SCHOOL MONITORING THE QUALITY OF TEACHING POLICY

VERSION DATE: MARCH 2023

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## INTRODUCTION

In this school, every learner has an entitlement to benefit from teaching and learning of the highest quality. Meeting the needs of all of the children in our school requires constant improvement on the part of teachers. This policy sets out the systems that will be used to monitor, evaluate and review all our teaching in line with SWSF Teacher Standards. Teachers will be given the professional responsibility to ensure that their teaching meets this standard. Key members of the School Governance Team will be assigned the role of monitoring, evaluating and reviewing teaching and all of the systems here described to ensure that this high standard is met.

## OBJECTIVES

1. To ensure that all learners benefit from teaching and learning of the highest standard.
2. To provide a system for monitoring, evaluation and review.
3. To ensure that all teachers are given feedback on their strengths and areas for development within their teaching.
4. To improve the quality of teaching and learning to raise standards and improve progress.
5. To encourage creativity and originality through a wide range of teaching and learning strategies.

## STRATEGIES FOR ACCOUNTABILITY

- Teaching and learning will be regularly monitored, evaluated and reviewed by members of the School Governance Team (SGT), Education Management Committee (EdCo), Subject Leaders, Steiner Waldorf Schools Fellowship (SWSF) advisors and through the Appraisal systems outlined below.
- Lesson planning, assessment and marking will be monitored to ensure that it is consistent within the two areas of the school: Lower School and Kindergarten as appropriate
- The outcomes of teaching and learning are monitored regularly by the College of Teachers in the following ways:
  - o Pupil progress – termly
  - o Moderation across the school termly and in classes 4 and 5 compared to mainstream examples (annually)
- EdCo/SGT has overview of the above processes.
- The OfSTED criteria and SWSF Teacher Standards are used as the basis for judgements and for feedback to teachers.
- Teachers undergoing Steiner Training are monitored internally and externally.

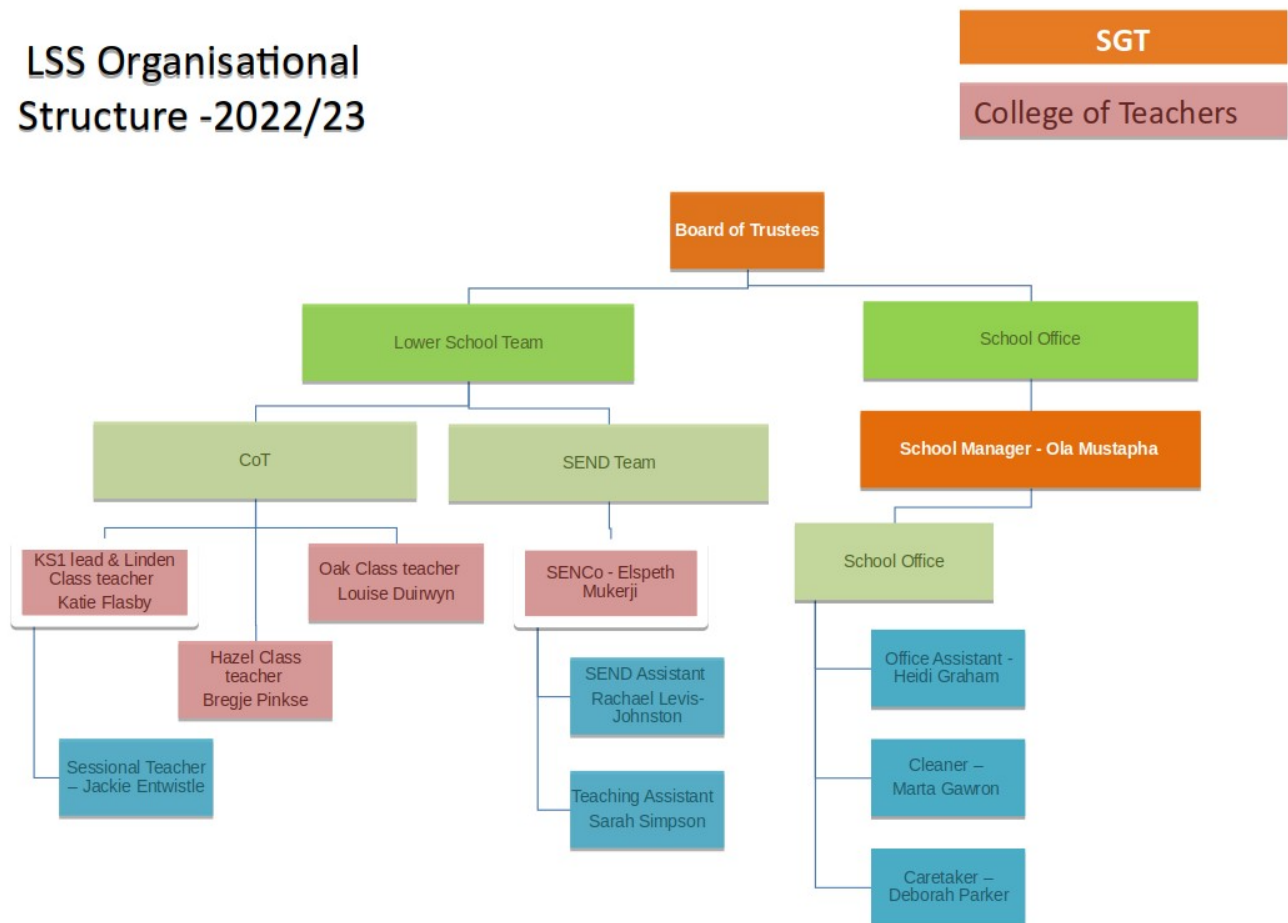
## SUPPORTING THE TEACHERS

- Newly Qualified Teachers (NQTs) will be mentored by an experienced teacher through weekly meetings for the first year. Teachers who are new to Steiner Teaching will also be mentored, preferably by the teacher who taught that class the year before, through regular discussions, particularly at the beginning of a block.
- The half-termly pedagogical meetings (2 hours) will focus upon supporting the teachers through pedagogical discussion and child studies.



- The weekly College of Teacher meetings offer a valuable supportive working environment for teachers to express the areas in which they are working on and seek advice from peers.
- The SGT assigns a Trustee to Teaching Quality and Support to both monitor teaching quality (and this system) and to provide an additional point of pastoral support.
- The EdCo has responsibility for ensuring all teaching staff are up to date with all their paperwork and ensures the smooth running of this Monitoring System. The Edco also raises any issues or concerns with the SGT, whose meeting they attend.
- The School Manager monitors the current qualifications of staff and ensures that time limited qualifications, such as paediatric first aid, are updated in good time before expiration.

## LSS Organisational Structure -2022/23





## THE FRAMEWORK FOR MONITORING

### Subject Leader monitoring

Every teacher will be observed by subject leaders according to our School Improvement Plan (SIP) focus. Feedback will be given and its impact monitored by a follow up meeting/observation within a half term.

**Appraisal System** Each academic year all teaching staff are required to participate in the Appraisal Cycle which enables them to identify specific areas for development which can then be addressed in a focused and ongoing manner throughout the year.

**Trustee Monitoring.** Key members of the SGT or an appointed expert, will make yearly monitoring visits at prearranged times according to our SIP focus, unless a specific concern is raised that requires immediate attention. The Ofsted criteria and SWSF Teacher Standards for judging the quality of teaching and learning will be used as the basis for judgements and for feedback to teachers from these visits.

**External and/or Advisory Visits.** These are usually employed by the Steiner Waldorf Schools Fellowship advisory service and may form part of the trustee monitoring.

**Parental Feedback.** To aid open communication we undertake a Parental Feedback Questionnaire given in the end of year report every year. This is to facilitate parents contributing to the work of the teachers, or to freely express concerns if they feel a teacher could improve in certain areas. These are collated by one of the team of trustees who then feeds this information back to staff. Parents can also contribute on Ofsted's Parent View which can be monitored by staff and is accessible via the School website (<https://lancastersteinerschool.org/parents/>)

## RECORD KEEPING (PURPLE FILE)

The teachers are responsible for their own record keeping using the Planning and Assessment Systems as outlined in our Curriculum and Assessment Policies. The following requirements are expected to be met by all teachers:

- The current year's planning and assessments are to be kept in files in their classrooms.
- Sessional teachers will keep all planning and assessment in their files and bring into school whenever they teach.
- Subject leaders are responsible for continual review of their subject action plans as they pertain to the SIP. This is recorded in the subject leader file and stored in the staff room.
- Teachers are responsible for ensuring that the office manager has up to date information on any completed CPD, which will be stored in the school office.
- The EdCo has responsibility for ensuring that all teaching staff are up to date with all paperwork and record keeping.



## TEACHERS' APPRAISAL

### Review Statement and Objectives

Date: \_\_\_\_\_

Appraisee		Appraiser	
Role		FTE	
Responsibility		Length of Service	of <b>yr months</b>

Teachers' Standards	Comments and Celebration	Areas Identified for Development
Values: Integrity, Compassion, Inclusivity, Enablement, Appreciation, Collaboration,		
Sets high expectations to inspire, motivate and challenge		
Promotes good progress and outcomes for pupils		
Demonstrates good subject and curriculum knowledge		
Plans and teaches well-structured lessons		
Adapts teaching to respond to the strengths and needs of all pupils		



Makes accurate and productive use of assessment		
Manages behaviour effectively to ensure a good and safe learning environment		
Fulfils wider professional responsibilities		

Professional Attributes		
Professional Knowledge and Understanding		
Professional Skills		

Previous Objectives		
	Objective	Review
Pupil progress		
Whole School		
Personal		



<b>Objectives – DATE/YEAR</b>					
	<b>S</b> Specific:	<b>M</b> Measurable:	<b>A</b> Achievable:	<b>R</b> Realistic:	<b>T</b> Time-related
<b>Pupil progress</b>					
<b>Whole School</b>					
<b>Personal</b>					

<b>Training / CPD Needs</b>

## Parental Feedback Questionnaire



<b>Child's class (please fill out one questionnaire per child)</b>						
<b>How would you assess the following areas:</b>		<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Do not know</i>
1	The school provides an excellent all-round education					
2	When they first started attending this school, my child felt welcome and was supported when settling in					
3	Generally, pupils are well-behaved in school					
4	The teaching in this school is good					
5	Teachers are approachable and friendly and treat all of their students fairly and with respect					
6	My child is making good academic progress at school					
7	My child feels safe and secure at school					
8	I understand the roles and responsibilities of Trustees/Council and other school groups					
9	The ethos of the school is positive, friendly and supportive					
10	I am regularly informed about my child's progress at school					
11	Staff are motivational and encourage their students to reach their full potential					
12	Any homework given is beneficial in solidifying my child's knowledge on topics studied at school					
13	I understand the method of filing a complaint and am satisfied with the school's procedure with dealing with any complaints					
14	I feel comfortable about asking the school questions and offering them suggestions on how to improve specific areas of school life					
15	It is important that the school offers Steiner education to my child					

If you have any further comments or feedback, please state them overleaf.





Signed: ..... Date: .....



## APPENDIX C: OBSERVATION PROFORMA

<b>Teacher Observed:</b>	<b>Observer:</b>
<b>Class:</b>	<b>Date:</b>
<b>Number of Pupils:</b>	<b>Duration:</b>
<b>Lesson Context (Block/Activity)</b>	
	<b>Comments</b>
<p>1. <b>How does lesson planning support the teaching, identifying aims, basic goals, outcomes &amp; indicating a path towards these?</b></p> <ul style="list-style-type: none"> <li>• There is a year plan and block plan. These &amp; the daily plans take account of what pupils already know &amp; can do &amp; the character/mood of the class.</li> <li>• Management of the lesson ensures there is clear sense of direction which carries the pupils with it.</li> </ul>	
<p>2. <b>Does the teacher draw on previous learning (including through recall) &amp; is formative assessment used? How is the teaching adjusted accordingly?</b></p> <ul style="list-style-type: none"> <li>• Recall provides opportunity for pupils to express their individual experience &amp; remembrance of important points from previous day's lesson.</li> <li>• There is genuine exchange &amp; this informs how the lesson proceeds.</li> <li>• The teacher differentiates so that each child is engaged &amp; is willing to work.</li> </ul>	
<p>3. <b>How are assessment &amp; recording of pupil's work &amp; progress (including marking, where relevant) used to improve future work? Does the range of assessment procedures provide sufficient useful information to support progress?</b></p> <ul style="list-style-type: none"> <li>• Records are kept in such a way that the teacher is able to evaluate what each child may need.</li> <li>• Individual pupil progress is tracked</li> </ul>	

<ul style="list-style-type: none"> <li>• Pupils are helped to understand misconceptions and next steps.</li> </ul>	
<p>4. <b>Does the teaching address learning differences &amp; engage pupil's attention?</b></p> <ul style="list-style-type: none"> <li>• More than one teaching mode is used.</li> <li>• Teaching shows awareness of different learning pathways with evidence of differentiated work.</li> <li>• Some temperamental colouring is in evidence, e.g. there is humour as well as seriousness</li> </ul>	
<p>5. <b>Does the lesson work with sleeping &amp; breathing? How is rhythm used to enhance the lesson?</b></p> <ul style="list-style-type: none"> <li>• Recall allows for individual response from pupils &amp; there is some deepening of the previous day's learning.</li> <li>• There are contrasts of mood, &amp; some use of appropriate polarities in the way the lesson is ordered.</li> <li>• The lesson has a "timely" quality</li> </ul>	
<p>6. <b>Are high quality, excellence &amp; effort effectively fostered?</b></p> <ul style="list-style-type: none"> <li>• Teacher &amp; pupils show care &amp; attention in presenting their work.</li> <li>• All or the large majority of pupils work hard &amp; show aesthetic judgment in what they do.</li> <li>• The range of activities (recitation, movement, singing, illustration) demonstrate standards that are at least satisfactory for the age group &amp; new skills are being developed</li> </ul>	
<p>7. <b>Do pupils engage in own enquiry &amp; demonstrate ability to work independently?</b></p> <ul style="list-style-type: none"> <li>• Pupils respond to opportunities to take age-appropriate initiative, including use of reference material &amp; showing enterprise, taking responsibility for their learning</li> </ul>	
<p>8. <b>Does the learning environment support &amp; include effective work habits?</b></p> <ul style="list-style-type: none"> <li>• Classroom space is generally well cared for with pupils helping to maintain this.</li> <li>• There are class routines which all or most pupils adopt.</li> <li>• There is reasonable order in all aspects of the classroom at all times</li> </ul>	
<p>9. <b>Are authority &amp; respect evident in the lesson? Are behaviour matters dealt with appropriately?</b></p> <ul style="list-style-type: none"> <li>• Relationships are generally positive.</li> <li>• There are boundaries &amp; most pupils uphold these without reminder.</li> <li>• Listening is good &amp; all or the vast majority of pupils accept guidance &amp; correction with good-will</li> </ul>	



<b>Feedback</b>	
Strengths	
Areas for Development	
Other Comments	
<b>Follow up observation</b> Date:  Review focus:	



**APPENDIX D: RECORD OF MONITORING FOR TEACHERS**

The following table is for recording the dates in which Observations take place, mentoring sessions with their Mentor, visits to other schools and other CPD. The dates of each kind of monitoring should be recorded next to the name of the teacher.

	Observations			Meetings	Visits	CPD
Teachers name	Subject Leader Observations	SWSF Advisory Visit /External Observations	Trustee Observations	Mentoring Meetings	Visits to other schools	Training relevant to their role(s)
	Focus:	Focus:	Focus:			
	Focus:	Focus:	Focus:			
	Focus:	Focus:	Focus:			
	Focus:	Focus:	Focus:			
	Focus:	Focus:	Focus:			
	Focus:	Focus:	Focus:			

