Notting Hill Preparatory School

4.15 Policy for Staff Monitoring

(EYFS & KS1-KS3)

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STAFF MONITORING POLICY

Why?

- to ensure that NHP's reputation for pedagogic excellence is maintained
- to ensure that staff are recognised for their work, and given the kind of support and advice which will encourage them in [the betterment of their] professional practice
- to ensure that school initiatives are being followed and thoroughly implemented, particularly with regard to Thinking School practice, and policies being followed, where appropriate

How?

Professional Review
Review is a rigorous and regular process, and will be carried out in a professional manner. The protocols for appraisal are set out in detail in the **Policy for Professional Excellence (4.5)** and include performance management for struggling teachers. This policy should also be understood in conjunction with the **Monitoring Policy (3.7). Review** will contain at least one observation (using the NHP observation form in **Appendix One** of this policy) and also include planning scrutiny and work sampling.

Role of Heads of Department

However, review is not the sole aspect of monitoring and our monitoring processes may be delivered in other ways.

Heads of Department are expected to observe all members of their team over time, ensuring departmental policy and practice are carried out and giving subject-specific guidance where appropriate. They are warmly encouraged to take Learning Walks to assess the work of their department in a compressed timeframe or to observe a particular aspect of teaching and learning.

Heads of Department are also required to lend support in ensuring that teachers log summative assessment data in the manner, and within the timeframes specified, by the Deputy Head (Academic) and Assessment Forum in the Upper/Middle and Lower School Assessment Calendars.

Middle Management Observations
Every new teacher is observed in the middle of their first term by a member of the Middle Management Team using the form in **Appendix Two** of this policy. The new teacher will then have the opportunity to observe their observer, to foster discussion and exchange good practice.

This is part of a new three-pronged approach to supporting new staff.

Monitoring new teaching staff

Aim: to make sure new staff feel informed and confident to make a happy and successful start to their NHP careers, for their own wellbeing and that of the children

How – a three-tiered system:

- A buddy
- MMT partner/observer
- SMT/ELT to act as formal mentors

Buddy will:
- Be a go-to support for small concerns, and help new colleagues bed in: such as making sure they have somewhere to go, and someone to go with for lunch during INSET, help with the day-to-day questions about NHP life

MMT partner/observer will:
- Observe new member of staff in first half of the Autumn Term feeding back to them. In turn, the observed colleague will have a chance to do a reciprocal observation

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- Act as an informal sounding-board for informal concerns which may be more serious but perhaps don't merit referring to SMT/ELT

Mentor will:
- Go through the school calendar and talk to the staff member about stressful times in the school year and how to navigate them successfully (at start of term)

- Talk about the Behaviour Chart and behaviour management strategies which have worked well for the mentor in the NHP classroom (at start of term and ongoing)

- For the first half term, ask the new teacher to email them their own parent emails before sending them out; the mentor can comment on content and phrasing, things which work and things which could benefit from tweaking (first half of term)

- Talk about who the 'go-to' people are in JCB or whole-school scenarios: the Deputy Head (Operations) for example, for questions of cover and absence

- Observe the new colleague before or after their MMT observer to give the best feedback evidence. The mentor will invite the new staff member to observe them in return (first term)

- Subject to parents' consent and without compromising confidentiality, sit in with the new member of staff on a parent meeting and/or allow the new colleague to sit in on a parent meeting conducted by themselves

Mentoring existing staff promoted to new roles

This section applies to existing staff who are promoted. Being promoted within an organisation can be daunting, as it usually entails a shift of relationships and higher technical demands within one's job.

To smooth transition, the following system is in place:

- When new job offer is made to internal staff, in the offer letter the Head will confirm who the successful applicant's SMT mentor will be. This will usually be their existing SMT line manager.

- The Head will also confirm that there is a probation period attached to the new role.

- The SMT mentor will use the time running up to the start of the new role, to coach and prep the promoted staff member for the demands of the new position.

- After the job starts, meetings will then take place every half-term or more, leading up to professional review. A successful review will lead to the end of the probation period.

Unsatisfactory review could then lead to either an extension of probation period, or termination of this position of responsibility. However, the extended mentorship and support is designed to ensure this doesn't happen.

Feedback and action plan
Any feedback session which follows an observation (whether by Head of Department, Middle Management Team member, peer, or during review) will facilitate an open discussion about how to improve aspects of practice, linked to a (previously stated) observation focus where appropriate.

If the observation precedes a formal review meeting, further reference may be made to these aspects in a review report. Review may also revisit observations made by the reviewer during the observation which precedes every teacher review. Areas for development will be agreed and progress discussed and recorded at the next review.

A formal record will be kept of the monitoring process and stored in an appropriate place on the school system.

Observation is built into the review process (see above). Heads of Department are expected to observe and support their departmental colleagues on rotation. Peer assessment is a common feature of NHP life, often with a specific focus (such as Thinking School, Behaviour Management) attached.

Planning scrutiny

The Senior Management Team (SMT) are responsible for ensuring that expectations for planning (including the school's 'non-negotiables') are carried out rigorously across the school. Heads of Department also have a role to play in advising their departmental colleagues in their planning, helping to ensure that the objectives in each department's Learning Progression documents are articulated in the teacher's Medium Term Plans, and consequently, their Weekly Lesson Plans.

Planning will be checked on a regular basis by SMT who will share their feedback with SLT members conducting teacher review for discussion during review meetings. They will also feed back to teachers on aspects of their planning they liked (in promoting good teaching and learning) and areas for development.

In monitoring and advising on planning, these are the types of questions SMT will address:

Do the Medium Term Plans reflect the learning objectives listed in the Learning Progression Documents?
Are the teacher's Weekly Lesson Plans consistent with the Medium Term Plans and Learning Progression Documents?
Do the Weekly Lesson Plans contain the mandatory elements required by NHP (such as resources, differentiation, thinking skills)?

Assessment

The Deputy Head (Academic), in concert with the Assessment Forum, sets the framework for the summative assessment data which should be recorded for effective global pupil tracking. The logging of that data on the school's electronic data system is the province of the individual teachers who mark the assessments. The Deputy Head (Academic), Heads of Middle and Lower School and Heads of Department will check to ensure this has been done [by the stated deadlines].

Marking and Feedback (Assessment)
Book looks/work sampling will be regularly carried out by the Deputy Head (Academic) and Heads of Middle and Lower School to ensure that the school's **Marking and Presentation Policy** is being properly implemented. Heads of Department also scrutinise books to confirm that departmental marking policy is being effectively and punctiliously carried out.

Work sampling will also form part of the professional review process (see **Professional Excellence Policy**).

Report writing

The Deputy Heads (Academic and Operations) and the Heads of Middle and Lower School scrutinise the writing of children's reports, guiding, amending and editing as necessary. These reports are professional documents and parents are apt to judge a school by the quality of their public output.

Teachers, therefore, are expected to strive for a high degree of accuracy in writing reports, observing house-style wherever this has been agreed. If teachers dip below these professional standards in writing their reports, they will be asked to redraft or edit them.

The senior personnel listed above will check that the text of any school reports accurately reflects for the parents any assessment data which is being sent in tandem with that report – for example, objective tick boxes and NHP Levels.

In summary, the NHP Levels (where given) should reflect the ticks, and the report text should reflect the NHP Levels and/or ticks.

The school's protocols for supporting teachers who have been identified as under-performing (either through review or elsewhere), are set out in the **Policy for Professional Excellence** (4.5).

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Appendix 1

**NOTTING HILL PREP SCHOOL
LESSON OBSERVATION FORM**

Date:	Observer:
Present from:	Present until:

Teacher:	Subject:
Class\Set:	Support staff:
Number in class:	Ability grouping:

Content:

- How was time managed? Was lesson well-planned? Did teacher conform to the lesson plan? Were the timings appropriate to the activities? Did the resources help achieve the lesson aims?

Prompts – *mark with a + or – or N/A*	Comments
Planning Resources	

Teaching:

- How was teacher's subject knowledge? Did teaching enable progress for all pupils eg *differentiation*? Did questioning elicit knowledge and further understanding? Were opportunities for assessment given eg *plenary*? Did teacher employ support staff effectively?

Prompts – *mark with a + or – or N/A*	Comments

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Subject knowledge Differentiation Questioning Assessment Communication Expectations Support Staff Appropriate use of ICT	

Learning:

- Did planning and delivery foster a settled classroom environment? Was pupils' conduct effectively managed? Were children actively engaged and deriving pleasure from their learning? Did pupils show ability to reason, either independently or in groups?

Prompts – *mark with a + or – or N/A*	Comments
Classroom management Behaviour Engagement Reasoning Interaction	

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Further comments:
- Does either party have any further observations/recommendations?

Comments

Appendix 2

FEEDBACK SHEET FOR OBSERVATION OF NEW TEACHERS
AUTUMN 2019

The feedback is based on:
- The teacher's ability to form good relationships with the children under their care
- The teacher's ability to plan and deliver the lesson in a way which enables the children to learn

Name of teacher:	Name of Class/Set:
Observed by:	Number of children:
Date:	Support staff:

Running record (with timings if appropriate):

Relationships
The observer may wish to focus on these areas *What did the teacher do to create a safe and happy learning environment for the children?* *Which strategies were particularly good at promoting it?* *Are the school expectations clearly voiced by the teacher?*
Area of development (suggested by observer or in agreement with observed teacher):

Teaching
The observer may wish to focus on these areas *Was the lesson objective clear to the children, whether specified at the beginning or not?* *Was prior learning apparent? How did the teacher build upon it?* *Was the teacher's delivery clear and classroom management well organised?* *How did the teacher assess the children's learning and how did they use this knowledge?* *How successfully was the learning objective met?*
Area of development (suggested by observer or in agreement with observed teacher):