

Teaching and Learning at College Town Primary School

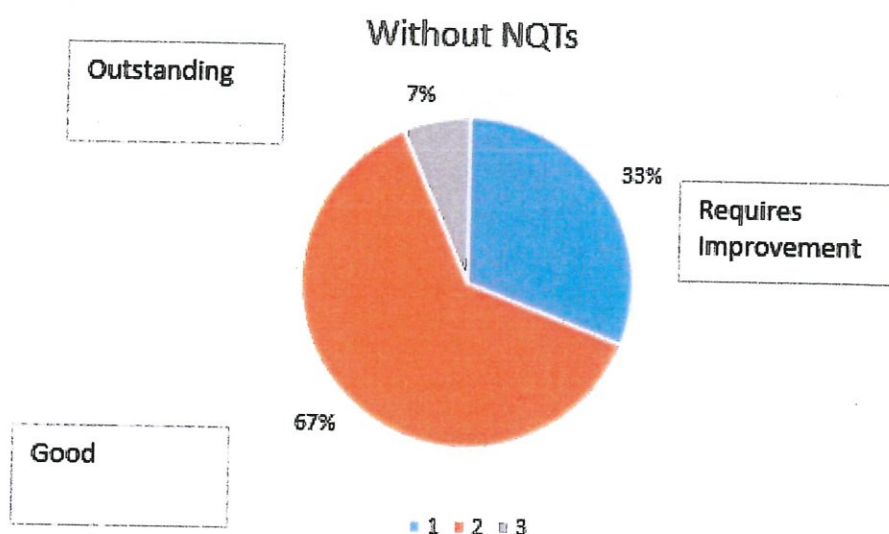
As a leadership team we have assessed the teachers and teaching assistants against the Teacher's Standards.

The Teacher's Standards:

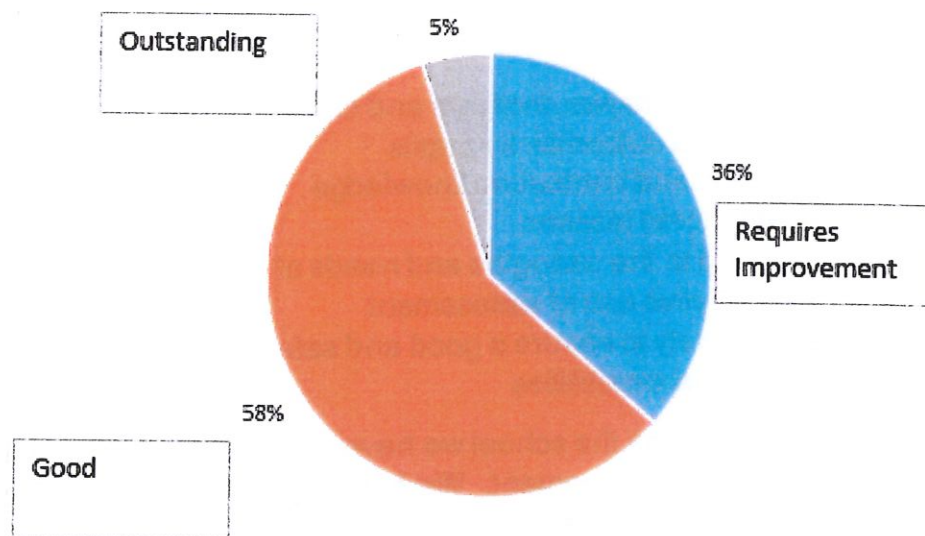
1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfill wider professional responsibilities

In order to achieve consistency across the school we have analysed and discussed the results and identified key areas for improvement. We have discussed this with Cath so that we can plan for the training, taking financial implications into account.

In wider discussions we agreed on the Ofsted grading for each member of staff. This allowed us to work out the percentage of outstanding, good and requires improvement teaching across the school.



The pie chart shows teaching across the school, including NQTs.



We expect NQTs to meet the required national standard at a satisfactory level with some working slightly above that level. We have four NQTs across the school and 3 are judged to be requires improvement, with one judged to be good.

Through these discussions we have highlighted the following training needs across the school.

- Planning support
- Assessment support
- SEN provision support
- Behaviour support
- Differentiation
- Phonic training

We have booked some regular supply to begin the training.

Phonics

Lower school teachers and TAs – after school

English Co-ordinator time out of class to plan

Behaviour Management

AHT (Teaching & Learning) to work in classes to support

Differentiation

After school INSET lead by SENCO

Planning

Change *Teacher A* PPA cover so that AHT can support – *TA*?

Year Group A – monitor. AHTs to complete feedback forms.

Teacher B – Individual feedback

Teacher C – Anne to support, possible extra PPA in school with Anne

Teacher D – Individual feedback

Teacher E – Individual feedback – Emma

English

English Lead – Observing KS1 – one day out of class

SEN Support

Teacher F – SENCO support

Teacher G – SENCO support

Mental Health Training

Training for *Teaching Assistant A* – SBM to look into

Assessment

TA Training before/after school. What we expect from TAs.

Follow up coaching offered to teachers identified as needing support

