



ISSR Ref.

Teaching and Evaluation Policy

Last Revised: July 2017

Policy Owner: Director of Studies

Policy Statement

This is a whole school policy. In addition, Lyndhurst Early Years Department have their own policy 'Enjoying and Achieving'.

Associated Policies and Documents

- Lyndhurst School Curriculum Policy
- Lyndhurst Early Years Enjoying and Achieving Policy
- Lyndhurst School Staff Handbook
- Lyndhurst School Marking Policy

Roles and Responsibilities

The School's Trustees and Governors are responsible for ensuring that the schools' teaching and assessment satisfies Paragraphs 3 and 4 of the Independent Schools Standards Regulations. Day-to-day responsibility for overseeing the delivery of the teaching and assessment has been delegated to the Headmaster and his teaching staff.

Effectiveness of Teaching

The Headmaster, Senior Leadership Team and all teaching staff will use their professional expertise and judgement to ensure that the teaching at the school:

- 3(a) • enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- 3(b) • fosters in pupils self-motivation, the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves;
- 3(c) • involves well planned lessons and effective teaching methods, activities and management of class time;
- 3(d) • shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- 3(e) • demonstrates good knowledge and understanding of the subject matter being taught;
- 3(f) • utilises effectively classroom resources of a good quality, quantity and range;
- 3(g) • demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;



- 3(h) • utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- 3(i) • does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and the protected characteristics set out in the Equality Act 2010;

and

- 3(j) • does not discriminate against pupils *contrary to the Equality Act 2010*.

Monitoring the effectiveness of teaching

The above aims are achieved through a framework of informal and formal lesson observations, appraisals, work scrutiny, pupil interviews, ongoing appraisals, personal target setting and staff training. Details of which can be found in **Lyndhurst School Staff Handbook**.

Evaluation of Pupil Performance

- 4 A framework for evaluation of pupil performance is in place. This:
 - provides evidence for, and a record of, the progress and attainment of pupils
 - enables teachers to identify areas of weakness and strength and adapt schemes of work and teaching strategies according to individual pupil needs
 - promotes higher standards through continued evaluation of teaching methods
 - ensures the continued progress of pupils
 - helps all pupils achieve their full potential across the curriculum
 - provides feedback for the pupils, and their parents, about their progress.

Full details of our framework for evaluation of pupil performance at Lyndhurst School can be found in the **Lyndhurst School Staff Handbook**.