Teaching and Learning Policy

September 2024
Review Date: September 2025
J Lane

Teaching and Learning

Vision and Ethos

To shape the futures of all the young people in our academy, regardless of their personal characteristics or background, through highly effective teaching and learning, and ensure all show respect, aspiration and care in order to achieve beyond expectations

At Longfield Academy, we aim for our students to develop their understanding of every subject through an engaging and inclusive learning environment. This is ensured through best practice in every classroom suited to our students, and provides a basis for our students to enhance their subject knowledge and create possibilities for future growth. It is created through strong subject development where subject specialists enthuse learning through a variety of concepts that embed learning over a long period of time. All staff are committed to shaping all students' futures together for a better future.

As a collective, we strive to:
- Engage students within our curriculums through subject specialisms
- Collaborate to share best practices across curriculums
- Develop high expectations to create positive attitudes to learning
- Teach students the knowledge needed to develop skills through clear adaptive teaching suited to each student
- Develop outstanding outcomes for our students through clear assessment strategies, consistent feedback, and highly effective pedagogy

Intent

Teaching and learning is one of the most important policies of any school and is at the heart of everything we do at Longfield Academy.

We do not prescribe or dictate to our teachers how to teach. They are trusted as professionals to use teaching strategies which, after years of experience and high-quality training, lead to outstanding classroom practice. Using contemporary educational research and the extensive expertise of experienced teachers, staff are frequently advised on areas for development to continuously develop their professional practice. In addition, through collaboration with others and various methods of challenge and support, the academy addresses where the quality of teaching and learning does not meet a high standard.

Our objective is to make every lesson accessible for every student. We have high expectations of every student to ensure they are kept both challenged and supported in order to achieve their greatest potential and 'achieve beyond expectations'. This is achieved through knowing the individual needs of every student and adapting the teaching and learning methods used. Proactive and useful feedback is an essential element of this success as it teaches students how to learn whilst fostering peer-on-peer support to develop mastery.

This teaching and learning policy reflects our core beliefs about teaching and learning at Longfield Academy. It summarises the day-to-day conduct of the classrooms our students learn in. At the heart of this policy are the students and their outcomes. Everything in this policy aims to improve these outcomes by supporting the students the academy serves every day.

Research

Our teaching and learning pedagogy is based on the latest educational research. We do not simply subscribe to one narrative when it comes to highly effective teaching. Instead, we take the best ideas and concepts from a range of research to ensure we are providing the best classroom experience for our students. The key outcome of highly effective teaching is that, by the end of a lesson, students know more and can remember more information compared to when they started. They have made progress and information has been transferred from their short-term to long-term memory.

Our three core principles that we apply to all our lessons ensure students make the greatest progress:
- **Climate**: lessons have a calm and positive setting which establishes a highly effective learning environment

- **Pedagogy**: teachers demonstrate highly effective subject knowledge, retrieval practice, dual coding, interleaving, scaffolding, sequenced learning, use of technology and disciplinary literacy
- **Instruction**: teachers confidently implement direct instruction, modelling, questioning, feedback, and a sound understanding of cognitive load

Climate
- Teachers have high expectations of learning behaviours in every lesson. As a result, students are highly resilient learners who respond positively to challenge, drafting and redrafting towards excellent progress.   - The academy behaviour policy is applied consistently with clear routines embedded with students to ensure there is no lost learning time.   - Teachers exude a warm and strict presence in the Academy reinforcing effort and providing recognition.   - Teachers explain to students what they are doing and why, enabling them to take responsibility for their own learning.

Pedagogy
- Teachers make connections between underlying key concepts, and students are made to think hard as memory is the residue of thought. Teachers sequence lessons and over time build on previous learning, extending student knowledge and skills within the curriculum.   - Deliberate practice is employed to embed knowledge in long term memory through the use of regular low stakes testing and retrieval practice to develop a strong schema of knowledge and understanding.   - Teachers have a sophisticated understanding of their subject matter enabling them to effectively anticipate misconceptions and misunderstandings.   - There is a deep understanding of how students learn and teachers can effectively apply these teaching methodologies to maximise progress over time (e.g. reducing cognitive load, retrieval practice).

Instruction
- Explanations in the classroom are highly effective to support learning. Teachers have excellent subject and curriculum knowledge and use their expertise in exam specification to pitch high. They understand the intent of the curriculum and how to implement it.   - Outcomes are clearly defined, explanations are fully guided, so pupils understand what success looks like. Teaching is adapted to challenge and support all students.   - Teachers model excellence and how to achieve it, allowing our students to be successful in their learning. They do this through modelling the new content ("I do"), they provide support with a guided phase ("we do"), and then students do independent deliberate practice in the final phase ("you do").

Each of these is based on current research and we empower our staff to be able to best deploy the techniques in the classroom through outstanding CPD and support.

Longfield Lessons

This teaching and learning policy has been deliberately kept as simple as possible to encourage staff to show creativity and enable them to take informed risks in their teaching and learning. We do not prescribe a teaching method and style but expect to see good or excellent progress over time for all students. When planning lessons, we encourage our staff to use our Longfield lessons learning pathway. This simple planning format ensures that students make progress in lessons and over time.

ENTRY
- Teachers welcome the students into the classroom at the door   - Students enter the classroom, sit in their seats according to the seating plan, get out their equipment for the lesson, copy down the title and date, and begin the *Do Now* activity   - When the second pip sounds, the classroom door is closed and students are working independently, in

most cases in silence.

⬇

DO NOW
(~10 mins)

- Every lesson begins with a retrieval activity which reviews prior learning
- Teachers will avoid giving too much help to students in order to encourage challenge, independence and resilience
- Teachers will share the answers and address any misconceptions or gaps in understanding before continuing with the lesson (this is also to support later lesson planning)
- Students mark their work and make any necessary corrections, ideally with a different coloured pen

⬇

I DO – Teacher Instruction and Modelling

- Teachers share, explain and discuss the key disciplinary literacy with the students to ensure they will understand the content of the lesson
- Teachers introduce a new concept which is clearly explained and uses highly effective questioning and feedback to ensure all students are learning
- Teachers introduce the task and guide students through how to complete it (covering the thinking process required)

⬇

WE DO – Guided Practice

- Students attempt to do several scaffolded elements of the modelled task.
- The task is pitched high with challenge for all, and teachers – through highly effective modelling, adapted teaching and scaffolding – ensure every student makes progress
- Throughout this process, teachers use questioning, feedback, exemplar responses and visualisers to check the students' understanding and address any misconceptions
- Teachers use a mix of students working in pairs or in groups so peers can support with modelling

⬇

YOU DO – Independent Learning

- Teachers ensure the students have enough time to practise the task independently. This could be for 20 minutes or longer.
- Teachers tour the classroom to check understanding and offer feedback (orange/green highlighters and/or red pen) through live marking
- Where appropriate, teachers use the visualiser or read out excellent work to the rest of the class
- There may be occasions in the you do where the teacher has identified a common misconception. In this case the may stop the class, get students to correct this and then carry on with their work.

⬇

Feedback/Assess and Review
(~10 mins)

- Feedback: verbal or written feedback, focusing on where students have been successful and where improvement is needed, is given to individuals/the class

- **Assess:** using a different coloured pen and model answers/mark schemes, students are given time to assess and/or redraft their work
- **Review:** teachers link the conclusion of the lesson to the learning objective – how has this been met and how do we know?

↓

EXIT

- Students pack up equipment in an ordered manner. For example, chrome books being placed in their bags and desks left neat and tidy.
- Students pack up exercise books in an ordered manner. For example the front row passing their books behind them and the next row passing their books back afterwards.
- Students stand behind their chairs in silence and correct uniforms
- Once every student is silent, they are dismissed one row/column at a time
- Teachers leave the classroom with the last student and stand outside to welcome in their next class

We recommend that lessons should use this learning pathway. However, in individual subjects this pathway might look very different. In some subjects, it might take two or three lessons to complete, as the time needed for independent learning may be considerably more. This is where we trust our teachers as professionals to ensure the right balance is created.

Middle Years Programme (MYP)

At Key Stage 3, every student follows the International Baccalaureate® (IB) Middle Years Programme (MYP). Through this programme, we aim to develop every student into learners who evidence the ten key attributes in the image below. Whilst this programme is designed to focus on Key Stage 3, we encourage students to continue developing these key attributes into the subsequent years of their education in Key Stages 4 and 5.

Supporting the students' exploration of each unit's statement of inquiry, every MYP lesson will address the relevant three question types:
- **Factual** questions encourage recall and comprehension and lead to answers that are supported by evidence. These questions can be used to explore the meaning of the concepts, context and other terminology used in the statement of inquiry. Most often, factual questions begin with 'What…'.

- **Conceptual** questions encourage analysis and application, and do not lead students to a particular viewpoint or answer. These questions can prompt deeper inquiry into the key and related concepts, the relationships that exist between the concepts, and between the concepts and the contextual exploration. Often, conceptual questions begin with 'How...' or 'Why…'.
- **Debatable** questions encourage synthesis and evaluation. They require students to take a position and/or engage in discussion or debate involving at least one of the concepts included in the statement of inquiry and possibly the global context exploration. It is important that debatable questions are complex and have more than one plausible answer. These questions might begin with question starters such as 'Could...', 'Should…' or 'To what extent…'.

Adaptive Teaching

More Able

Throughout every lesson, teachers will give our more able students stretch and challenge tasks that will enable them to extend their learning even further. These will not be more of the same tasks already set for all students. Instead, these will be additional tasks that will require the use of more challenging and higher order thinking skills. These tasks will be clearly displayed in the lesson and brought to the attention of more able students, so they are aware of the teacher's expectation they will be completed.

The following are suggested questions teachers may consider when planning stretch and challenge tasks:
- How difficult is the content or task?
- Is it visible to students that this is a stretch and challenge task?
- Is what you are asking of the student going to challenge them?
- Will the student have to think critically or use any higher order thinking skills?
- Is the task more demanding of the student, not just longer?
- Does the student understand why they are doing this specific task?

SEND

Supporting our students who require access arrangements for examinations is key to providing highly effective teaching and learning.

We have a dedicated team of SEND specialists, led by our SENCo, who provide support for students inside and outside the classroom. Teachers are also given a number of effective strategies that work with our students and their various needs. The curriculum intent and implementation for SEND students is rigorous and challenging whilst meeting the needs of the learners. Targeted SEND support from teaching assistants also supports learning. They have a close working relationship to ensure that their role in the classroom is purposeful and has impact.

Our lessons embrace inclusivity and we use quality first teaching techniques to ensure that learning is accessible for all. For example ensuring we give thinking time for students to respond to questions, orchestrating a spiral curriculum and ensuring explanation of new content is clear, concise and reduces cognitive overload. We also are currently embracing the practice of UDL (Universal, Diverse Learning) so that students can engage in learning through a variety of mediums.

Outcomes for SEND students are consistently monitored. The needs of all students and classes are unique to that individual or group, so we work closely with our teachers to ensure they are given the best training to be able to react to and deal with challenges in the classroom.

Pupil Premium

The most important element of catering for pupil premium students is knowledge and literacy. Teachers should know who their students are: which students are pupil premium and which are most able pupil premium?

In lessons, teachers will use a range of teaching strategies to explore what is most effective for their pupil premium students. Those strategies proven to be effective are:
- **Feedback**: this should be about challenging tasks or goals and given sparingly – it needs to be meaningful. It is more important to give feedback about what is right than what is wrong. It is essential to be specific and, where possible, compare what students are doing right now with what they have

done wrong before – this highlights their progress. It should encourage them and not threaten their self-esteem.
- **Metacognitive and self regulation strategies**: teaching must encourage learners to make their thinking about learning more explicit in the classroom. Students should be planning activities as well as monitoring and evaluating their own learning.
- **Explicit vocabulary instruction:** Directly addressing literacy gaps for pupil premium students by making implicit elements of writing (e.g. essay planning and grammar moves) explicit.
- **Peer tutoring/peer assisted learning**: working in pairs or small groups means students provide explicit teaching support for their peers. This commonly has students take on the responsibilities of teaching and evaluating the success of the learning.

Also, teachers will consider the fact that one of the most significant barriers to pupil premium students in our academy is their cultural capital. It is therefore important to check their understanding. Teachers cannot assume that students will know what they know. Instead, teachers will use their subject knowledge and their planning to broaden the students' knowledge on cultural issues.

Expectations are very important. Teachers cannot assume that because of their pupil premium status they should not excel in their lessons. If teachers expect more from them, they will aim to meet their high standards.

Feedback

Our feedback policy can be found **here**.

Homework

Our homework policy can be found **here**.

Pedagogy in Planning

Our focus on developing pedagogy within the academy comes from sharing best practice across all departments. The key structures to ensure strong pedagogy will follow:
- An engaging do now/starter which prepares students for the learning
- Learning objectives
- Teaching of new content ("I Do")
- Learning activity ("We Do")
- Independent learning ("You Do")
- Feedback/Assess and Review

Assessment for learning points should be seen within the lesson to show students understanding and progress within the lesson. Staff are encouraged to show understanding throughout the lesson from various methods. These can include questioning, live marking, peer assessment, self assessment or other methods specific to the department. As we allow our staff to be creative, this model will not fit every lesson. However, this process is encouraged to enable students and staff to see progress within a lesson.

Learning Objectives

At Longfield Academy, we believe that the key to planning a highly effective lesson is the quality of the learning objective. Learning objectives need to be:
- Skills based and not task driven – focusing on the command word
- Specific to that lesson with subject specific vocabulary
- Able to measure progress against
- Fall in-line with the curriculum plan

Examples of good learning objectives are:
- To **evaluate** the significance of Hitler's personality in the decision to invade Russia on 22nd June 1941
- To **analyse** the reasons why climate change is taking place

If you teach a mixed ability class, it may be that you need to differentiate within your learning objective like so:
- To **describe** and **explain** what 'ultimate questions' are
- To **describe**, **explain** and **analyse** how to make training harder.

The command words come from Bloom's Taxonomy of Skills. Where lessons are pre-planned, it is the responsibility of the classroom teacher to ensure the learning objective is, if inappropriate, reframed to fit this model. It is essential that learning objectives are properly explained at the start of the lesson and referred to constantly throughout. Best practice is to assess progress towards the learning objective through regular and planned learning "pit-stops".

"I Do, We Do, You Do" (Fisher and Frey, 2007)

To support all our students' learning and help them become increasingly independent learners, the academy follows educational research and develops learning around an "I Do, We Do, You Do" structure. This centres around ensuring students master knowledge and skills in every lesson and across the entire curriculum.
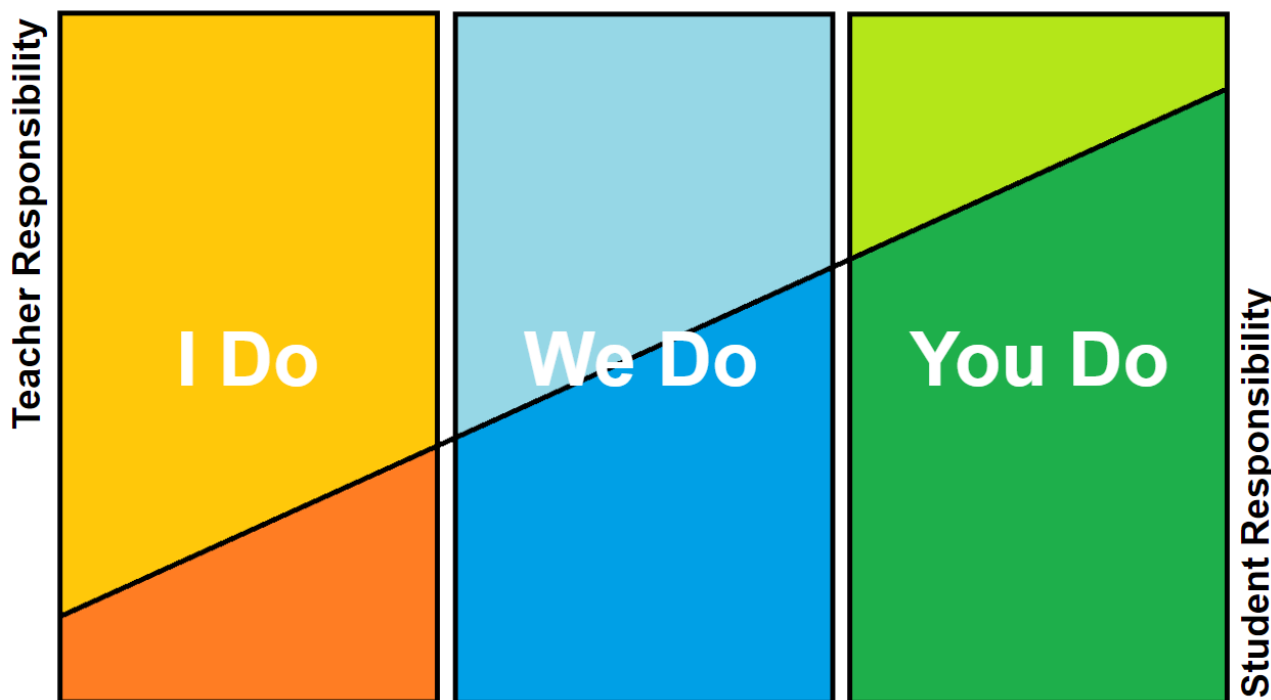
Teaching of New Content/Skill ("I Do") and Learning Activity ("We Do")

Subject specialists are trusted to deliver new learning content as they are the specialists of their subject. This learning content can be delivered in any appropriate style to enthuse positive learning attitudes towards the subject.

It is good practice to see teachers delivering new learning content and delivering new knowledge to our students. In some subjects, this learning content could take over a whole lesson, yet we encourage students to apply this new content within a learning task suitable for their subject. For example, in a practical lesson in PE, the learned skill of sending and receiving in year 7 could be applied to a conditioned practice to show both the student and teacher whether that skill has now been learned. In a classroom lesson, the knowledge of red blood cells within the body could be adapted within diagrams of the learned content as their learning activity.

Independent Learning ("You do")

The key to measuring student progress and ensuring learning has taken place, and over time, is to ensure the students are given time to apply their knowledge and understanding to real world scenarios. As such, lessons should include independent learning.

During this time, students would be expected to work independently and complete a task that required them to demonstrate and embed their learning. This does not always have to be written in books, but it should be often to provide a written record of applied learning. This should have a real-world focus and be a stimulating task. It is also the perfect opportunity to differentiate, especially through the challenge pathways method, within your lesson. This time may look completely different in every subject if it allows all students to apply learning.

Questioning

Through thoughtful and deliberate questioning, teachers can support and/or challenge students, and assess their understanding. As such, effective questioning is integral to adaptive teaching and assessment for learning.

Effective questioning does not just happen: it must be carefully planned and prepared prior to the lesson. Although teachers should adapt their questioning to the pace of the lesson, they should also start the lesson with a clear understanding of the types of questions that they will ask in order to provide support and challenge and to assess understanding.

We encourage staff to use both closed and open questioning, but to enhance extra knowledge from the students by asking further questions from the initial concept relating to previously learned material or future learning concepts. An example of this would be Socratic questioning within Post-16 lessons which allows students to constantly question topics and encourages further opportunities for development.

Stretch and Challenge (S&C)

The key to challenging our more able students is through effective provision. This is the same principle for all students – if the work they are provided is sufficiently stretching and challenging then they can make good progress. This is of even greater importance for our more able students as adding complexity to tasks will help foster the independence and creativity necessary to ensure that they make the progress required to reach the higher grades.

Below are the expectations for S&C as part of teaching and learning across the academy.

Minimum expectations:
- There is an option of a S&C task for both do now and independent learning tasks
- S&C tasks are explicitly referred to and instructions given to all students
- All students are encouraged to attempt S&C tasks if they feel confident/able

Excellent practice:
- Bloom's terminology embedded in learning objectives and S&C tasks with Bloom's terms in bold
- Adaptive teaching within S&C tasks (for example, S&C+ tasks)
- Targeted more able students instructed to complete specific S&C
- Enquiry-based learning that leads to students generating their own questions or designing their own S&C task
- Immersing students in content/texts from outside of the specification of the course
- S&C tasks and opportunities built into scheme of learning

One key area that often needs clarification is the difference between an extension task and a S&C task. S&C is an alternative task to the do now or independent learning tasks. It is not a task to be completed if another is finished. Students are given the choice to complete either tasks A or task B (B being the S&C task).

- Extension task: a simple task that involves embedding a skill that has been learnt or building upon new knowledge. For example, give reasons, explain, use comparative connectives to…
- S&C: a separate task/question that utilises more complex skills or higher order thinking. In a more able class, this will typically involve analysis or synthesis. UDL would be an example of this.

Presentation of Student Work

PRESENTATION EXPECTATIONS

- Always write in **blue** or **black** ink and draw diagrams in pencil.
- Complete self/peer assessment and challenge pathways work in **purple** ink.
- At the start of your work, write the **full date** (e.g. Tuesday 13 December 2022) and **title,** and **underline** both with a ruler. In French/Spanish lessons, this must be written in that language.
- Write **H/W** in the margin if you are completing homework.
- Take pride in all your work by making sure your handwriting is **clear**.
- If you make any errors, draw a **neat line** through the word/work.
- Graffiti and doodling should not be **anywhere** – you will be asked to complete your work again on a clean page.

The presentation of student work is a core value of our academy. We expect excellent presentation of student work.

The front cover of every student's exercise book has a sheet printed with the following information:
- Student's name, subject, teacher, class and target grade
- Student's academic progress profile with modular updates on current and projected grades, and next learning steps

The academy expects students to display the highest standards of presentation in their work. Neat and tidy presentation of classwork and homework is important because of the following reasons:
- It shows that students care about their learning
- It shows respect for those who will read and assess the work
- It is an important skill that students need to develop in advance of further education and entering the world of work

All classwork and homework should be presented neatly and tidily. This means that students should:
- Start every piece of work with the date and title, both of which should be underlined
- Use neat handwriting
- Write in black or blue pen only. Draw diagrams in pencil. Use a purple pen for self marking and responding to teacher feedback
- Look after their books – do not allow them to become tatty or damaged
- Secure any loose sheets (such as worksheets or assessments) with treasury tags
- Take pride in their work – do not scribble or doodle on it
- Rule off after each piece of work

Graffiti on books will not be tolerated at any stage of the year. This must always be challenged through marking in books and where inappropriate, students will have to copy up the completed work into a new book. The presentation of work sets the standard for quality. This must be reinforced every lesson.

Behaviour for Learning

We have high expectations of all students. To embed these, we follow some simple standards which allow students to follow these high expectations.

Our academy behaviour for learning policy can be found **here**. Our students are aware of both the behaviour points system and the use of our behaviour policy during lesson time. Staff are encouraged to use their behaviour "toolkit" during lessons to ensure students engage with the lesson content.

To promote an environment of positive attitudes in lessons, we encourage staff to:
- Use the "3-2-1-STAR" method of re-engaging students
- Create an engaging climate for learning with students focused and listening
- Challenge students in their learning
- Allow students time to think and learn
- Use the learning pathway in this policy that works for our students
- Use positive praise and assessment for learning to highlight good work

Willingham states that learning styles are futile as effective teaching focuses on the content of the lesson. We encourage our teachers to develop the teaching content, and enable students to learn in the most suitable format, to get them engaged within the subject area. This follows Cowley (2014) that students need structure and positivity to succeed and be positive. This generates from high expectations in the classroom and around the academy, so our students feel positive about expectations within their learning. By creating positive attitudes towards learning, students are more likely to engage within the lesson and learn new content more effectively. This will allow students to learn and retain information for longer over time.

Achieving Beyond Expectations

Our high expectations are reinforced by the expectation that all students, regardless of their personal characteristics or circumstances, will achieve beyond expectations. Every student is challenged and supported in equal measure to ensure they achieve the best possible. Our aim is to provide all our students with the means to achieve the varied and aspirational opportunities open to them when they move to further education or the world of work.

STAR Learners

In every lesson, teachers will positively reinforce the key elements of being a STAR learner. Students can be awarded positive behaviour points for displaying the qualities of a STAR learner. These are:
- **S**it up straight - seated upright showing full engagement in the lesson so that all students are in a comfortable position to learn effectively.
- **T**rack the speaker - listening intently to the speaker is fundamental to all learning so that teachers are able to educate with ease by knowing that all students are focused in lessons.
- **A**sk questions - these are important to ensure all misunderstandings and misconceptions can be addressed by the teacher. They are also an excellent way to extend further learning and encourage inquisitive and critical thinkers.
- **R**espect others - effective learning environments are best when every person respects all others. It allows for a safe environment where challenge and support aid the learning of all.

Developing Teaching and Learning

Monitoring, Evaluation and Review (MER)

Throughout the course of the year, all teaching staff will undergo a MER process which will allow departments and individual practitioners to reflect on their practice. Each MER is a supportive and thorough examination of

how teachers and departments are delivering their curriculum and the standard of teaching. They will allow staff to show strong positive attitudes within lessons, effective curriculum and teaching practice, and departmental marking and feedback.

Developing our teaching practice is a key focus of the academy where collaboration of practice is at the heart of our teaching and learning. Through departmental and cross-curricular CPD, staff are given opportunities to share best practice by sharing both classroom and practical practice. These opportunities are created through regular departmental meetings, INSET days, and through the Trust. These are for all staff regardless of the stage of their career. Staff are encouraged to be as proactive as possible in attending these CPD opportunities with an open mind, and a willingness to learn and develop. Bespoke ECT programmes also run throughout the year.

The improvement of teaching and learning will be driven by the senior and middle leaders who will undergo monitoring of teaching practice regularly via learning walks, lesson observations, and work scrutinies where best practice is regularly shared. This allows staff to show effective practice. Opportunities to showcase best practice will come from Teaching and Learning Bites, and Teaching and Learning Communities where staff will come together to share best practice and feedback on new and innovative strategies they are trying in their own practice.

Monitoring

The monitoring of teaching and learning is throughout the year and will be monitored through general learning walks, such as those that are routinely conducted by Directors of Learning, Lead Practitioners and Senior Leaders, and more focused learning walks, such as those by Curriculum Advisors and the Trust Executive. Where applicable, department Curriculum Development Reviews (CDRs) will monitor teaching and learning and feedback to the relevant senior/middle leaders to determine next steps.

Through the academic year, homework and work scrutinies ("book looks") will be conducted at both departmental and academy levels to monitor the quality and quantity of student work..

Evaluation

Our evaluation process is designed primarily to ensure that all staff develop their teaching through a culture for constructive feedback.

There are two evaluations each academic year: MER1 in modules one/two (focused on year 11 and 13); MER2 in modules three and four (focused on years 7-10 and 12). Every teacher will be formally observed and given:
- Areas of strength to share with others in/outside of their department. These will be used to develop the practice of others through collaborative working and those sharing will be formally recognised by the academy for their contributions to teaching and learning across the academy.
- Areas for development where teachers will receive dedicated support and/or work collaboratively with others in/outside their department to make improvements to their personal practice before the review.

For both MER1 and MER2, every teacher will be formally observed and given extensive feedback based on the **Teaching and Learning Competencies Framework**. Firstly, this process will give senior and middle leaders the opportunity to evaluate how effective the teaching and learning is in every department area, and help shape departmental CPD by middle leaders. Equally, this thorough feedback will also highlight and celebrate where each teacher's practice is most effective. These areas of strength should be shared with other members of the department and across TLCs so that the academy's most effective teachers are developing their peers on what they excel at. In addition, both MER1 and MER2 will also identify for each teacher targets that they should discuss with their Director/Subject Leader. This will help them to seek advice and support from those who excel in their areas for development, further encouraging staff to share best practice.

Review

There are three CPD slots given to departments to review the outcomes of formal observations and any monitoring that is related to that member of staff:
- Module two: review of MER1 outcomes and any related learning walks, work scrutiny or homework feedback

- Module four: review of MER2 outcomes and any related learning walks, work scrutiny or homework feedback
- Module six: review of areas for development set in MER1 and MER2, and how these have been achieved