We will endeavour to provide a safe environment where academic, social, physical and aesthetic values allow all pupils to develop, grow in confidence and fulfil their potential.

We aim to develop a challenging, creative and diverse learning ethos where all members of the community are encouraged and supported to achieve their best.

We believe that all children should have equal opportunity to access and benefit from a wide-ranging curriculum. Children are individuals and will be treated as such. Personalised learning, open-ended challenges and differentiation will be used to enable all children to achieve.

We encourage children to take responsibility for their own learning. Children are involved in reviewing their work, reflecting on how they learn and how they can improve.

We believe that it is important to recognise that children learn best when they enjoy and make sense of their learning. In Foundation Stage we teach the 7 areas of the Early Years curriculum in line with Development Matters and in Key Stage 1 we plan and teach a Numeracy and Literacy curriculum and the other subjects are taught in a creative topic based curriculum, ensuring all the necessary skills are taught in line with the 2014 curriculum.

We ensure children:

* Have high expectations
* Are encouraged to achieve through praise, clear learning goals and targets
* Feel secure, happy and cared for
* Learn through enjoyment and success within a positive environment
* Have opportunities to explore and discuss ideas
* Are involved in their learning
* Learn through practical first hand experience
* Learn through talk
* Learn through collaboration, co operation and independence
* Learn at the required differentiated pace
* Have time to practice and repeat skills as necessary

We ensure teaching is effective by:

* Encouraging positive relationships
* Providing a caring and stimulating learning environment
* Making explicit high expectations of learning and behaviour
* Challenging and enthusing pupils
* Planning a creative cross curricular approach to learning
* Providing high quality resources
* Encouraging independent learning
* Encouraging parental support with home reading and spellings and maths homework
* Ensuring a good pace to lessons and time to reflect on learning
* Ensuring quality questioning is key to all lessons
* Using assessment which leads to further learning
* Aiming for all children make at least good or better progress and understand next steps
* Personalising learning and support
* Providing opportunities for creative thinking and open ended learning
* Involving parents in the education of their child

**INCLUSION**

Manor Farm Community Infant School aims to be responsive to all aspects of diversity and to increase the learning and participation of all pupils within the school and its locality. We are developing inclusive values which are shared between all staff, pupils, governors, parents/carers and the wider community, in a secure, accepting, collaborative and stimulating environment. Everyone is valued and diversity is seen as a rich resource to enhance and support the learning of all.

We ensure that classroom and extra-curricular activities encourage the participation of all pupils, drawing on their knowledge and experience outside school. Teaching and support are integrated together enabling all pupils to overcome barriers to learning and participate fully in school life.

Equality and inclusion will be achieved through analysis and assessment of children’s needs, by monitoring the quality of teaching and the standards of pupils’ achievements and by setting targets for improvement. Learning for all children is given equal priority and available resources are used to maximum effect.

Children with Special Educational Needs will be given support to access the curriculum at an appropriate level to enable them to reach their full potential.

All children, including those who have been identified as able, gifted and talented, will be given opportunities within lessons and through extra curricular activities to use and develop their gifts and talents. These opportunities will be provided in accordance with the Gifted and Talented policy.

**THE NATURE OF TEACHING AND LEARNING:**

- High quality teaching is necessary to promote high quality learning. It is associated with high expectations of the children and well-planned learning experiences, which clearly lead towards the stated aims and objectives. It is the role of all the staff, working with the Governing Body, to secure and sustain effective Teaching and Learning throughout the school and to set targets for improvement.
- In order for learning to have the greatest impact, opportunities in the curriculum should be wide and varied, well structured through careful planning and a combination of child initiated and adult focussed activities.
- Attitudes and relationships have a powerful effect on the effectiveness of the Teaching and Learning process and they provide motivation, support and encouragement.
- The planning of the curriculum and its assessment are seen as integral to the process of learning and are independent upon one another.
- The development of study skills will contribute to the independence of learners.
- The monitoring and evaluation of the quality of teaching and the standards of learning are essential to raising the achievements of all pupils.
- An effective partnership with parents is essential to the process of learning.
- It is essential to recognise the importance of the classroom climate, the quality of relationships, the quality of the learning environment and the behaviour of pupils.
TEACHING AND LEARNING

- Teaching and learning fosters good or better progress which can be seen both over time and during the course of a lesson.
- Both teachers and learners have preferred styles of teaching or learning. The most effective learning processes are different for different children.
- It is essential that pupils appreciate the value of working together and develop respect for other people and different opinions.
- The value of ‘talk for learning’ is recognised for all pupils.
- High quality teaching and learning is more likely to occur in a well organised environment where the equipment and resources are readily available and where children are encouraged to be independent.

THE PROCEDURES FOR TEACHING AND LEARNING

- Manor Farm Community Infant School follows the aims and objectives set out in the National Curriculum. In Reception the Early Years Foundation Stage curriculum is followed. Planning, teaching and learning should reflect all aspects of coverage of the National Curriculum programmes of study.
- Learning may be linked to pupils own interests and needs.
- Learning objectives must be shared with pupils every lesson.
- Success criteria are used to scaffold children’s learning and to support them towards high achievement. These could be constructed with children in order to show them which features of their learning will enable them to be successful.
- Success criteria should be a feature of every lesson.
- Plenaries can either be threaded or as a summary of the lesson and should take learning forward.
- Pupils learn best when they are encouraged to question, discuss and collaborate in problem solving tasks, recognising concepts of fairness.
- It is essential we offer a range of teaching styles to ensure all children have the same opportunities for learning.
- Suitable differentiation should be a feature of each and every lesson.
- High order thinking questions should be woven into lessons where appropriate. Effective questioning should aid pupils’ understanding and should scaffold their learning. Pupils should also be encouraged to pose their own questions.
- Deployment of additional adults should be indicated on planning and should demonstrate how they support different groups of learners over time.
- Planning should indicate which groups of learners will be supported by the teacher in a particular lesson / session.

See appendix 2 – Characteristics of effective learning and teaching

THE NATURE OF ASSESSMENT AND MODERATION

Assessment takes many forms, from self-assessment, peer assessment and formal and informal teacher assessment, to the statutory assessments carried out in the Early Years Foundation Stage and at the end of Key Stages 1. At Manor Farm Community Infant School we recognise all assessments as being valid and worthwhile and that different assessments can be used for different purposes. All assessment should be used to inform future planning and teaching.
There are two parts to assessment:
- Summative assessment- used to make judgments about attainment and to find out what pupils know.
- Formative assessment - the process of seeking and interpreting evidence for use by pupils and their teachers to decide where the pupils are in their learning, where they need to go and how best to get there.

Moderation is used to ensure consistency amongst teachers of levels of attainment, progress measures and judgements of children’s knowledge, skills and understanding. Details of when Moderation and Assessment take place can be seen in Appendix 1.

Assessment and moderation provides key information to assist teachers' planning and pupils' learning in order to ensure a quality education is provided for all pupils.

**THE REASONS FOR ASSESSMENT AND MODERATION**
Assessment and moderation provides key information to assist teachers’ planning and pupils’ learning in order to ensure a quality education is provided for all pupils.

It is important that assessment and moderation enable the class teacher to evaluate their teaching and the children’s learning. This will help teachers to answer the following questions:

- Has the class overall learned what I planned? If not, which areas need further consolidation?
- Are all the pupils making progress?
- Are pupils making sufficient progress against local and national expectations?
- Are pupils making sufficient progress compared to other groups of learners in the school? E.g. parallel class, previous cohort?
- Which individuals or groups need more support in which areas?
- Which pupils require further challenge?
- Do I need to re-evaluate how resources and staffing are being deployed in order to best support all children?

Assessment and moderation enables pupils to evaluate their own learning. It should encourage them to ask and answer questions such as:

- Have I learnt more?
- What do I need to do next?
- What could I do to improve?
- What targets can I set myself?
- Am I achieving my targets?
- What do I feel successful in?
- What kind of support can help me to feel more successful?

It is important that parents and carers know about their child’s progress and achievements. Assessment information will be available at parent consultation meetings, through statutory attainment data information being sent to parents and carers and via feedback from the class teacher about homework tasks. Parents and carers may wish to know the answers to the following questions:

- Is my child making good progress?
- Are there any major areas for further support or extension?
• How is my child progressing and what is their achievement when compared with others of the same age?
• What can I do to help?

Assessment and moderation information is used to inform the Local Authority and Government whether the school:

• Is progressing against their targets
• How our development plans are progressing
• Can demonstrate that pupils are achieving national curriculum levels and EYFS levels in line with national and local expectations
• Is performing in line with other similar schools
• Is providing sufficient opportunities to ensure that all pupils are securing expected or better than expected progress

Assessment and moderation information is used to inform the Headteacher, Governors, Senior Leadership Team and Subject Leaders whether:

• The pupils are making sufficient progress
• The teaching of each group is effective
• Accurate judgements have been made about areas of strength and those for development
• Pupils’ performance is comparable with those in parallel classes or other cohorts
• Pupils’ progress is in line with the school’s targets
• The school’s performance is comparable with other or similar schools
• The school’s performance data is comparable with national and local data
• There are any specific barriers to learning for specific groups of learners

EQUALITY AND ENTITLEMENT OF ASSESSMENT AND MODERATION

All pupils will have their work marked and assessed in accordance with the Marking and Feedback Policy.

All parents/carers are entitled to be given any results and records of assessments that are made on their child and must have access to their child's records once an agreed appointment has been made with the Class Teacher or Head teacher.
All teachers are entitled to professional dialogue with colleagues that supports their assessment judgements. Teachers are also entitled to relevant Continuing Professional Development (CPD) opportunities which may help them to carry out their role more effectively. Records of CPD are held by the Head Teacher.

**EQUALITY STATEMENT**

This policy has been checked to ensure that it does not have an unfair or unreasonable impact on stakeholders who have a protected characteristic (age, disability, ethnicity, race, gender, gender identity, marriage and civil partnership, pregnancy and maternity, religion and belief, sexual identity and orientation).

**PROCEDURES FOR ASSESSMENT AND MODERATION**

All teachers are expected to provide assessment tasks according to the agreed timetable (see Appendix 1). These will be moderated and levelled with Key Stage colleagues, and across the Key Stages, unless they are standardised tests which are results based. Teachers will also make continual formative assessments throughout the year. Teachers use Assessing Pupils’ Progress (APP) from Year 1 upwards to make judgements about children's progress and attainment. Pupil Progress Meetings take place termly and during team meetings.

Statutory assessments will be carried out in the Early Years Foundation Stage using the Early Years Foundation Stage Profile booklet and at the end of Year 2 according to Government guidelines. Non-statutory assessments in English and Mathematics will be carried out in Year 1 using information from assessments carried out during the year.

National curriculum and Early Years Foundation Stage levels of attainment will be added to SIMS assessment manager each term. The assessment subject leader will ensure that the database is kept up-to-date. The Headteacher also has access to all formative assessments on the pupils. Copies of all moderated work will be kept in the moderation files. These will be updated according to the agreed Assessment and Moderation timetable (see Appendix 1). It is the Head Teacher's duty to ensure all statutory tests are completed according to DfE regulations.

The Governing Body will receive results of all statutory assessments and is made aware of the Assessment and Moderation timetable (see Appendix 1) and its connection with target setting.

The DfE and Local Authority must receive all statutory assessment results for their own annual publications.

**THE NATURE OF MONITORING OF TEACHING AND LEARNING:**

- Monitoring enables Manor Farm Community Infant School to fulfil its duty in knowing about standards, practice and areas for development.
- It enables staff to improve their teaching and practice through observations, discussions and opportunities to reflect on what is successful as well as areas for development.
- It helps to identify strengths within the school and to develop these.
- It helps to identify areas of development within the school and to inform the School Development Plan and Appraisal targets.
- Monitoring assists with the Appraisal and Capability processes at Manor Farm Community Infant School and helps teachers and staff identify targets for their personal development.
- Manor Farm Community Infant School have developed criteria for the monitoring of teaching and learning which have been based upon the OFSTED criteria.

**Equality and Entitlement of monitoring of teaching and learning**

- All teachers are entitled to lesson observations in line with Manor Farm Community Infant School’s Appraisal and Capability Policy and this policy.
- All teaching assistants can request an optional observation during the Spring and Summer terms.
- All members of staff are entitled to verbal and written feedback which supports professional development.
- All members of staff are entitled to take part in peer observations where appropriate and where organised by the subject leader.
- All members of staff are entitled to Continuing Professional Development opportunities which assist them in meeting their targets from the monitoring process.

**Monitoring may fall into the following categories:**

Governor visits – See appendix 5
Lesson observations (including appraisal observations, governor observations, subject leader observations, SLT observations, NQT observations, induction observations)
Work Scrutiny – See Appendix 7
Planning Scrutiny – See Appendix 8
Learning Walks – See appendix 10
Pupil Interviews – See appendix 9
Staff interviews
Annual stakeholder questionnaires
Policy reviews
For all monitoring it is important that there is a sharing of information and an agreed focus and timescale drawn up. All observations will form part of the Monitoring of Teaching and Learning Timetable (Appendix 6).

**PROCEDURES FOR MONITORING**

1. Agree a focus for the monitoring
2. Establish the evaluation criteria
3. Carry out the monitoring
4. Give feedback
5. Follow up

---

Additional notes:

- Agree a focus and timescale for the monitoring.
- Ensure observations are shared and form part of the monitoring process.
- Follow up on the monitoring findings and provide feedback to improve the process.
- The monitoring process should be regularly reviewed and updated.
PROCEDURES FOR LESSON OBSERVATIONS

- Once a date has been set for the observation, the focus must be agreed between the observer and the teacher/member of staff to be observed. Teachers can choose a ‘drop in’ unannounced observation if they prefer.

- Planning for the observed lesson must be available in the classroom on the day of the observation. Observers may request to know how this individual lesson is part of the sequence of lessons.

- The lesson observation pro forma and the lesson observation criteria (Appendices 3 & 4) are used to record the observation.

- The observer may give a brief verbal feedback to the person being observed but will write a more detailed observation within 2 days and will share this with the Head Teacher and the teacher who was observed. Any feedback should be at an agreed time and place and confidentiality should be maintained.

- Feedback following a lesson observation should be a dialogue between both parties which enables the person being observed to reflect upon his/her own practice.

- Follow up – this may take many forms, at the agreement of both parties and which may include further lesson observations which are in a supportive capacity, team teaching, peer observations, training opportunities, informal examples of improved practice from either party.

Where two consecutive ‘requires improvement’ judgements or one inadequate judgement have been made, a Professional Development Plan will be put into place by the Headteacher, which will be monitored by the Senior Leadership Team. (Appendix 3 and 4)

EFFECTIVE FEEDBACK

Effective feedback should:

Provide confirmation: Feedback should clarify what good performance is. It should confirm good practice and what it is that make it good. It should facilitate the development of self assessment (reflection) in pupils’ learning and understanding.

Identify Strengths and Areas for Development: Feedback should either deliver high quality information to the person being observed about their practice. It encourages dialogue about learning and it provides opportunities to move professional practice forward.

PROCEDURES FOR LEARNING WALKS

- The focus for learning walks will be agreed by senior staff in line with school priorities and will be shared with all staff at least 2 weeks in advance of the learning walk.
- The format of the learning walk will be shared with staff beforehand.
• The observers will spend around 10 minutes in each learning area, watching a small part of the learning and talking to two or three children about what they have learned.
• The learning walk example pro forma (appendix 10) will be used to make notes and for feedback. This should be tailored to the focus of the learning walk and the criteria shared with staff at least two weeks in advance of the learning walk.
• The overall findings will be shared with all staff.
• Feedback will be to staff individually only if appropriate.

**ROLES AND RESPONSIBILITIES:**

A range of personnel will be used to aid the implementation of this policy and to help secure and sustain effective Teaching, Learning, Assessment, Moderation and Monitoring of Teaching and Learning. These will include:

**All Staff:**

• Ensuring that the Teaching, Learning, Assessment and Moderation (including the monitoring of teaching and learning) Policy is implemented.
• Developing dialogue with teachers based on the discussion of classroom observations and formal and informal feedback.
• Ensuring the Assessment and Moderation timetable is implemented.
• Working alongside one another to support and develop practice.
• Ensuring that equality of provision is given to all pupils.
• Designing and / or supporting intervention programmes that promote good or better progress.

**The Headteacher and Deputy Headteacher:**

• Providing time, resources and training on a strategic basis.
• Maintaining an overview of pupil progress across the school, and sharing this with staff, governors and the LA.
• Complying with regulations for statutory examinations.
• Ensuring that every effort is made to ensure provision meets the needs of all pupils including those with special educational needs. This will include access to National Tests.
• Maintaining an accurate record of formal pupil levels through the use of SIMS.
• Developing strategic plans that promote improvements in teaching and learning and in pupil progress.

**Subject Co-Ordinators:**

• Ensuring continuity of transition between year groups and Key Stages.
• Overseeing and evaluating the progress of pupils in learning.
• Supporting planning meetings.
Supporting subject leaders in being effective and ensuring their positive effect upon Teaching and Learning.

Monitoring the quality of the learning environment.

Using data to present accurate information and action planning which supports good or better progress for all pupils.

Developing plans that promote improvements in teaching and learning and in pupil progress.

Identify time and resources needed on a strategic basis.

Analyse and evaluate budgetary spending in a timely manner, according to deadlines.

**Subject Leaders:**

- Evaluating the teaching of the subject in school, identifying areas for improvement and celebrating success.
- Evaluating the effectiveness of pupil learning through the Assessment and Moderation timetable.
- Maintaining clear policies within the subject area which reflect current practice, legislation and recommended guidance.
- Maintain an overview of standards of attainment in their subject area.
- Ensuring the sequence of Teaching and Learning in the subject and its communication to children.
- Ensuring that curriculum requirements are being met in each area.
- Developing action plans that demonstrate development in their subject area.
- Monitoring the quality of the learning environment & subject resources.
- Identify time and resources needed on a strategic basis.
- Report annually to governors on progress, impact and future development in their areas of responsibility.

**Class Teachers:**

- Meeting the relevant standards in accordance with national standards for teachers and job description/s.
- Ensuring continuity and sharing of information to aid smooth transition between year groups.
- Maintaining coverage of all subject areas and ensuring that planning takes account of this.
• Being aware of the preferred learning styles of the children and to ensure that a variety of teaching methods are deployed to offer equal opportunities to each child.

• Ensuring that pupils have the opportunity to work collaboratively and co-operatively as well as independently.

• Planning the organisation of groups according to the intended outcome of the task.

• Having a good understanding of the progress and attainment of pupils within the class and to feedback to senior managers about this.

• Planning and delivering appropriately challenging but supportive curriculum for all pupils.

Reviewed October 2017
## Appendix 1 – Assessment and Moderation Timetable

<table>
<thead>
<tr>
<th>Term</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| **Autumn 1** | Y1 on Entry data  
Target setting for Summer – teachers to set predictions for the end of the academic year. |
| **Autumn 2** | Assessment without levels (AWL) which inform end of term Teacher Assessments for Literacy and Numeracy  
EYFS data  
Reading assessment  
Pupil Progress meetings  
Parent Consultation meetings |
| **Spring 1** | AWL progress milestones for Literacy and Numeracy (ongoing)  
EYFS data  
Practise phonic test |
| **Spring 2** | AWL progress milestones which inform end of term Teacher Assessments for Literacy and Numeracy  
Parent consultation meetings  
Pupil Progress Meetings  
EYFS Spring data  
Reading assessment  
Practise phonic test |
| **Summer 1** | Report writing  
EYFS data  
National curriculum tests for Year 2 |
| **Summer 2** | Year 1 Phonics screening  
AWL progress milestones which inform end of term Teacher Assessment for Literacy and Numeracy  
Pupil Progress meetings  
Analysis of National Curriculum test data from Year 2  
Science Teacher Assessments  
End of EYFS data |
Characteristics of Effective Learning Appendix 2

Pupils.....

- Acquire new knowledge
- Acquire new skills
- Develop ideas and increase their understanding
- Are engaged
- Apply themselves and concentrate
- Are productive and pursue their own ideas
- Develop the skills to work independently
- Feel confident to ask questions and to talk about their work and learning
- Listen respectfully to each other
- Reflect and discuss their feelings and experiences
- Are well motivated
- Show initiative
- Can identify problems and know how to solve them
- Develop skills to work collaboratively
- Understand the objectives that teachers set
- Understand the success criteria which can lead to successful learning outcomes
- Know how to use ICT to help them learn
- Understand how well they are doing and how they can improve
- Identify goals for themselves
- Feel confident to make mistakes and take risks in their learning
- Use a range of peer and self assessment strategies
- Behave well and in line with expectations

Characteristics of Effective Teaching

- Has good command of the subject – information is accurate and clear
- Provides clear, helpful demonstrations
- Sets clear learning objectives which are shared with the pupils
- Sets out clear success criteria which support the learning objective
- Plans effectively
- Challenges pupils, expecting the most from them
- Considers equal opportunities at all times
- Includes references to spiritual, moral, social and cultural elements
- Plans methods so that pupils learn effectively
- Uses resources so that pupils learn effectively
- Insists on high standards of behaviour and addresses any low level disruption quickly and effectively
- Sets homework that reinforces and extends what is learnt in school
- Considers the importance of citizenship
- Links topic to the world of work
- Makes sure that the lesson proceeds at a good pace and that no time is wasted
- Reviews the work at relevant intervals
- Includes different ways of learning in the lesson
- Explains how the lesson is linked to prior learning and everyday application
- Plans work that meets the needs of all pupils including the various groups of pupils
- Asks well planned questions
• Listens and responds attentively to pupils
• Demands high standards of accuracy and presentation when appropriate
• Praises pupils when appropriate
• Checks pupils understanding of work during the lesson
• Ensures that pupils know how well they are doing and what they need to do to get better
• Assesses work accurately and uses this to inform future planning
• Uses pupils’ misconceptions and mistakes to help them to learn
• Make sure that there are successful outcomes which match the objectives set
• Use ICT effectively
• Creates a purposeful learning environment
• Ensures the inclusion of all pupils
• Thoughtfully and effectively deploys additional adults in the classroom to support learning
• Creates good relationships
• Sets and shares appropriate targets with the pupils
Appendix 3 – Lesson observation pro-forma (to be used in conjunction with Appendix 4 which is the lesson observation criteria)
MANOR FARM COMMUNITY INFANT SCHOOL
LESSON OBSERVATION PRO FORMA

<table>
<thead>
<tr>
<th>Date / Time:</th>
<th>Purpose/Focus:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Subject:</th>
<th>Year group:</th>
<th>No. in class:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support Staff:</th>
<th>Observer:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Context:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Where the teaching was effective, it was because:

Where the teaching was not so effective it was because:

Where the learning was effective, it was because:

Where the learning was not so effective it was because:

Areas of strength:

Agreed areas for development

| Quality of Teaching and use of assessment to support learning judgement: |
| Quality of pupils learning and their progress judgement: |
| Behaviour judgement: |

<table>
<thead>
<tr>
<th>Overall grade:</th>
<th>Unsatisfactory</th>
<th>Requires Improvement</th>
<th>Good</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 5 – Governor observation schedule

Please see the Governing Body School Visits Policy for more information on Governor visits to the school.

<table>
<thead>
<tr>
<th>Curriculum Group</th>
<th>Members</th>
<th>Term</th>
<th>Possible focus for visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td></td>
<td>Autumn 1</td>
<td>- Meet subject leader for an update</td>
</tr>
<tr>
<td>Science, ICT</td>
<td></td>
<td>Autumn 2</td>
<td>- Lesson observations alongside the subject leader</td>
</tr>
<tr>
<td>Arts and Culture</td>
<td></td>
<td>Spring 1</td>
<td>- School development Plan update</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td>Spring 2</td>
<td>- Summary of standards and attainment</td>
</tr>
<tr>
<td>Wellbeing</td>
<td></td>
<td>Summer 1</td>
<td>- The learning environment</td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td>Summer 2</td>
<td>- Performance and progress of vulnerable groups of learners</td>
</tr>
</tbody>
</table>
Appendix 7 – Work Scrutiny pro forma

**SCRUTINY OF CHILDREN’S WORK**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Class:</th>
</tr>
</thead>
</table>

### Agreed area for monitoring:

<table>
<thead>
<tr>
<th>Is there a match between planning and work produced? Is the work appropriate to the expectations for the year group?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- School</td>
</tr>
<tr>
<td>- EYFS requirements</td>
</tr>
<tr>
<td>- Curriculum map</td>
</tr>
</tbody>
</table>

**Evidence of high expectations: have the children been challenged and has their knowledge / skills / understanding been extended? Have the children made better than expected / expected / less than expected progress?**

| - The work matches the targets for the term |
| - Work is differentiated to match group targets and individual abilities |
| - There are clear learning objectives |
| - Range of open and closed questions / activities |

<table>
<thead>
<tr>
<th>Is there evidence of a range of learning experiences?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Variety of recording</td>
</tr>
<tr>
<td>- Variety of genre</td>
</tr>
<tr>
<td>- Balance of own recording / reproduced activity sheets</td>
</tr>
<tr>
<td>- Evidence of individual and paired work</td>
</tr>
<tr>
<td>- Child’s use of ICT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is all work marked appropriately and constructively?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the marking policy for the school been followed?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Has the teacher set targets for the pupils and is there evidence that the pupils have noted targets? Has the teacher made any future references to the targets?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Do the pupils present and organise their work well?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Handwriting (letters/numbers)</td>
</tr>
<tr>
<td>- Each page used appropriately</td>
</tr>
<tr>
<td>- Tidy work</td>
</tr>
<tr>
<td>- Activity sheets well produced with appropriate language and visual symbols</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do the pupils complete tasks and activities:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Do the pupils have a good quantity or work?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Is the work consistent to the work in the year group team?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Further comments:</th>
</tr>
</thead>
</table>
### Appendix 8 – Planning Scrutiny Pro-forma

#### MONITORING OF SHORT TERM PLANNING

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Year Group:</th>
<th>Date(s) of planning sample:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of monitoring:</td>
<td>Monitoring carried out by:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area of focus</th>
<th>Y/N</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are learning objectives clearly defined?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are success criteria clear and support achievement of the learning objectives?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are learning outcomes clearly defined?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are key questions indicated (including higher order thinking questions)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are planned activities purposeful and support the learning objectives?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there clear progression across the teaching sequence?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are independent tasks suitably differentiated to support and extend learning?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is teacher guided group work indicated? (With whom and what?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are additional adult roles clearly identified? (With who and what)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the plenary plan for assessment, review and reflection?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are opportunities for Afl planned for eg feedback, peer and self assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there evidence of ongoing assessment and evaluation to inform future planning?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Subject specific focus if required**

**Strengths:**

**Areas for development:**
Appendix 9 – Ideas for pupil / teacher interviews

Questions for pupils:

What do you enjoy doing in.…?

What do you like about …?

What don’t you like about it?

What do you understand about/by…?

What have you found out about ….doing recently ….[target question to learning objective]

What sort of person do you think an artist/author/scientist is…?

Who helps you to find out about…..?

Why are we learning about …? 

What are your next steps in your learning?

How do you think you could improve your skills?

How do you learn in…..? e.g. PCs, group work, talk partners etc. What is there in the classroom to help you?

Questions for teachers:

How do you know about…? 

What do you enjoy about teaching….?

What methods do you use to teach…?

Why are we teaching this?

What are your strengths/areas for development?

What resources do you find useful?

What other resources would you find useful?

What needs developing in…?

How would you improve…?

Which areas of training would help you with…?

What has been the impact for the children…?

What do you know about vulnerable groups…?

How do you promote cross curricular links in…?

Other questions would be needed as appropriate to subject and aims set out in development plan
**Appendix 10 – Example learning walk pro-forma**

<table>
<thead>
<tr>
<th>Area of Focus: Observer(s) should identify the area of focus here</th>
<th>Evidence found (Y/N)</th>
<th>Comment / point for development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria should be entered here: eg Are boys and girls participating in PRSN activities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generic area of observation: (to be included for all Learning Walks)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is behaviour good?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there an inclusive environment where all children are able to access the curriculum?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are any additional adults used appropriately?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there a purposeful atmosphere?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are displays appropriate in supporting and celebrating children’s learning?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Feedback to be given by SMT Member
**Appendix 4 – Lesson observation criteria (to be used in conjunction with Appendix 3 which is the lesson observation pro-forma).**

<table>
<thead>
<tr>
<th>Quality of teaching and the use of assessment to support learning</th>
<th>Inadequate</th>
<th>Requires Improvement</th>
<th>Good</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>No clear learning objective and aims.</td>
<td>L.O. visible, but not explained to children or put into context.</td>
<td>L.O. visible throughout lesson explained and contextualised to the class.</td>
<td>L.O. is contextualised and reference is made to previous and future learning.</td>
<td></td>
</tr>
<tr>
<td>Activities fail to match the L.O.</td>
<td>Activities show some reference to the L.O.</td>
<td>Activities match the L.O and fully engage children.</td>
<td>Activities match objective and are stimulating.</td>
<td></td>
</tr>
<tr>
<td>Little use made of open or differentiated questioning.</td>
<td>Differentiated questioning, some open ended.</td>
<td>Teacher encourages full responses, getting children to justify their thoughts.</td>
<td>Range of differentiated questions, understanding checked in a range of ways.</td>
<td></td>
</tr>
<tr>
<td>Lack of pace</td>
<td>Pace is limited</td>
<td>Good pace</td>
<td>Teaching is sharp and pacey.</td>
<td></td>
</tr>
<tr>
<td>Bland teaching with no use of interactive strategies. Little pupil contribution. No variation in voice, tone or audibility.</td>
<td>Some use of interactive teaching strategies &amp; children generally attentive &amp; participating in lessons. Some limited use of voice tone and audibility.</td>
<td>Teaching is stimulating &amp; children are engaged &amp; enthusiastic. A range of interactive strategies are used. Voice used effectively.</td>
<td>Teaching is exciting &amp; children are fully involved, responding enthusiastically to the teaching. A wide range of interactive &amp; imaginative teaching and learning strategies are used. Voice used effectively.</td>
<td></td>
</tr>
<tr>
<td>Attainment is low and shows little sign of improvement. Subject knowledge is patchy and challenge is insufficient.</td>
<td>Attainment is average. Teaching is accurate and is based on secure subject and pedagogical knowledge and is challenging.</td>
<td>Attainment is above average. Challenge is realistic and pupils secure good progress. Teachers generally have good subject knowledge which is secure and which enlists and challenges most pupils.</td>
<td>Attainment is high. Teaching is consistently challenging &amp; interesting, stemming from excellent subject knowledge.</td>
<td></td>
</tr>
<tr>
<td>Teacher is unaware if children have met targets or the L.O. Targets are too easy or too general.</td>
<td>Teacher makes rough assessment of learning but does not address e.g. in plenary. Teachers let children know how well they are doing and use this information to agree next targets that children understand and to plan which generally meets the needs of all groups of pupils.</td>
<td>Teacher makes accurate assessments and addresses issues e.g. during the plenary. Children assess their own work throughout the lesson and information is used to plan the next steps of learning for all groups of learners.</td>
<td>Teacher has enabled children to assess their own learning as well as tracking each group’s attainment during the lesson. Pupils helped to judge success of lesson and set targets for improvement. Teachers intervene where appropriate and make a striking impact on the quality of learning. Planning takes full account of the needs of all groups of learners.</td>
<td></td>
</tr>
<tr>
<td>No use of appropriate resources.</td>
<td>Adequate use is made of a range of resources including new technology to support learning.</td>
<td>Good and imaginative use is made of resources including new technology to enhance learning</td>
<td>Resources, including the use of new technology, make a marked contribution to the quality of learning and it enlists, engages and enriches the lesson.</td>
<td></td>
</tr>
<tr>
<td>No use of independent materials or resources used to support children’s learning.</td>
<td>Some use of independent materials &amp; resources are used to support children’s learning.</td>
<td>All groups have scaffolding materials and resources to support their independent learning.</td>
<td>A variety of differentiated scaffolding &amp; supporting materials &amp; resources are used to meet the needs of all pupils.</td>
<td></td>
</tr>
<tr>
<td>Assessment takes too little account of the prior learning or the understanding of tasks and is not used effectively to help them improve.</td>
<td>Pupils are informed about their progress and how to improve through marking and dialogue with adults.</td>
<td>As a result of good assessment procedures and marking, teachers and other adults plan well to meet the needs of all pupils. Pupils are provided with detailed feedback both orally and through marking.</td>
<td>Marking and dialogue is focused, involving all adults and pupils. It is diagnostic and aids improvement to learning. And is consistently of a very high quality. Pupils understand in detail how to improve their work and are consistently supported in doing so.</td>
<td></td>
</tr>
<tr>
<td>Teacher has no teaching focus during independent tasks.</td>
<td>Teacher has a teaching focus.</td>
<td>Teacher extends groups’ learning through focused &amp; stimulating teaching during the independent time</td>
<td>The same high level of teaching continues within independent group activities &amp; the teacher is also able to make quick, accurate assessments of class progress.</td>
<td></td>
</tr>
<tr>
<td>Additional adults are not used effectively.</td>
<td>Support provided by other adults is effectively deployed and there is planned involvement of additional adults but this lacks direction.</td>
<td>Other adults support is well focussed and makes a significant contribution to the quality of learning. They are actively involved in the lesson with clearly defined tasks.</td>
<td>Teachers and other adults are acutely aware of their pupils’ capabilities and of their prior learning and understanding and plan very effectively to build on these. Precisely targeted support is provided by other adults during each stage of the lesson.</td>
<td></td>
</tr>
<tr>
<td>Lesson ends abruptly with no plenary or plenary is used solely for feedback or tidy ing up.</td>
<td>Minimal plenary. It is used as a distinct teaching section with no reference to future learning, addressing misconceptions or opportunity for children to reflect.</td>
<td>Full plenary is used to recap and extend objectives or address misconceptions. Teacher makes links to future learning.</td>
<td>Plenary is used effectively for children to assess their own learning. Teacher sums up by making explicit links to next steps in learning.</td>
<td></td>
</tr>
<tr>
<td>Little or no differentiation evident or alternatively poorly pitched differentiation.</td>
<td>Adequate expectations and some differentiation evident.</td>
<td>High expectations for most children and appropriate differentiation.</td>
<td>High expectation and appropriate differentiation for all children.</td>
<td></td>
</tr>
<tr>
<td>Inadequate</td>
<td>Requires Improvement</td>
<td>Good</td>
<td>Outstanding</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>----------------------</td>
<td>------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>No new knowledge, skills or understanding are attained by pupils.</td>
<td>The extent to which pupils acquire knowledge, develop understanding and learn and practice skills is at least satisfactory</td>
<td>Pupils acquire knowledge, develop understanding and learn and practice skills well</td>
<td>Pupils acquire knowledge, develop understanding and learn and practise skills exceptionally well</td>
<td></td>
</tr>
<tr>
<td>Too many pupils fail to work effectively unless closely directed by an adult and give up easily.</td>
<td>Most pupils work effectively when provided with appropriate tasks and guidance but lack confidence in improving the quality of their work.</td>
<td>Pupils are keen to do well, apply themselves diligently in lessons and work at a good pace.</td>
<td>Pupils demonstrate excellent concentration, are rarely off-task, even without direction from an adult.</td>
<td></td>
</tr>
<tr>
<td>Pupils do not enjoy the activities provided which is reflected in poor completion of tasks.</td>
<td>Children generally work steadily and occasionally show high levels of enthusiasm and interest.</td>
<td>Children seek to produce their best work and are usually interested and enthusiastic about their learning.</td>
<td>Children have developed resilience when tackling challenging activities. Children are keen to extend and improve their learning.</td>
<td></td>
</tr>
<tr>
<td>Pupils or particular groups of pupils make too little progress.</td>
<td>Pupils make progress expected given their starting points and some although not the majority may make good progress. Progress in inadequate in no major respect and may be good in some respects.</td>
<td>A very large majority of groups of pupils make at least good progress and some may make outstanding progress with nothing that is inadequate.</td>
<td>Progress is at least good and is sometimes exemplary.</td>
<td></td>
</tr>
<tr>
<td>Children unaware of what they have to do or what they are learning.</td>
<td>Children understand the task and are generally focussed.</td>
<td>Children fully understand the task and are enthusiastic to complete it.</td>
<td>Children work on tasks enthusiastically and understand the link with the L.O. and understand how it fits within a sequence of lessons.</td>
<td></td>
</tr>
</tbody>
</table>

**Behaviour**

| Pupils poor behaviour and rudeness occur more frequently than on very isolated occasions and inhibit progress or well-being. | Pupils behave so that learning proceeds appropriately and time is not wasted. | Pupils’ behaviour makes a strong contribution to good learning in lessons. | Pupils’ consistent thoughtful behaviour is an outstanding factor in their successful learning. |
| Time is wasted through persistent low level disruption, excessive off task chatter and a lack of attention. | Pupils understand what is expected when asked to work on their own or in small groups and only gentle prompting is needed to maintain discipline. | Pupils routinely show responsibility in responding to the expectations of staff, set consistent standards for themselves and respond quickly and well to any additional guidance from staff about how to conduct themselves. | Pupils are highly considerate and supportive of each other in the lesson. |
| Some pupils show a lack of respect for or challenge to adults or other children. | Pupils are polite and generally respond appropriately to sanctions. | Pupils behave considerately towards each other. | Pupils encourage others to conduct themselves well. |
| Children are not focussed on task and teacher displays poor and inconsistent behaviour management. | Behaviour management strategies evident and used to create a calm working environment but key children are not focussed in all of the lesson. | Consistent, effective use of praise, constructive criticism and behaviour management strategies. | Excellent use of praise, constructive criticism and behaviour management strategies. High quality, stimulating teaching engages all pupils. |
| A chaotic or unsafe working environment | A calm working environment but some children not wholly focussed. | A calm working environment. | Calm, purposeful learning environment. |
## Appendix 6 – Monitoring of Teaching and Learning Timetable

<table>
<thead>
<tr>
<th>Task</th>
<th>Who?</th>
<th>When?</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Work Scrutiny                                                       | SLT                                                                | Termly                     | Term 1 – Maths  
Term 2 – Literacy  
Term 3 - Other |
| Planning Scrutiny                                                   | SLT                                                                | Half Termly                | Term 1 – Maths  
Term 2 – Literacy  
Term 3 - Other |
| Lesson observations based upon SIP                                   | Headteacher, Deputy Headteacher, SLT or subject leader              | Half Termly                | Autumn 1 – Maths  
Autumn 2 – Communication,  
Language and Literacy  
Spring 1 – Arts and Culture  
Spring 2 – Humanities  
Summer 1 – Science and Technology  
Summer 2 – Wellbeing |
| Learning walks (linked to areas of need)                            | SLT + subject leader / governor                                     | Termly                     | Spring 1 or 2 and Autumn 2 |
| NQT observations                                                    | Mentor  
SLT                                                           | Half Termly                |                                                                      |
| Induction Observation                                                | Headteacher                                                          | Within first 3 weeks (unless an NQT) |                                                                      |
| Governor visits                                                      | Link Governor                                                       | Half Termly                |                                                                      |
| Policy Reviews                                                       | Subject leaders / SLT                                               | According to the policy review chart |                                                                      |
| Stakeholder questionnaires                                          | Headteacher and Deputy Headteacher and admin staff                 | Annually                   |                                                                      |