CITY OF ROCHESTER SCHOOL
TEACHING AND LEARNING POLICY

This policy, which applies to the whole school, and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office. This policy is also publically available on the school website

Legal Status:
- This is a statutory policy
- Regulatory Requirements, Part 1, paragraph 2(2)(a) to (j) Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards) (England) (Amendment) Regulations currently in force.

Applies to:
- all activities undertaken by the school inclusive of extra-curricular activities including those outside of the normal school hours and away from the school site and
- all who, work, volunteer or supply services to our school - that is all staff (teaching and support staff), pupils on placement, the Proprietors and volunteers working in the school;

Related documents:
- Learning Outside the Classroom (LOtC) - Educational visits and Off-site Activities policy;
- Special Educational Needs and Disability (SEND) Policy;
- The school's assessment and tracking procedures
- Personal, Social Health and Economic (PSHEE) Education and Spiritual, Moral, Social and Cultural (SMSC) Development;
- Staff Behaviour Policy (Staff Code of Conduct)
- Subject Policies and Schemes of Work.

Monitoring and Review:
- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher, being responsible for the day to day organisation of the curriculum, monitoring the weekly lesson plans for all staff, ensuring all planning is appropriately differentiated with relevant, appropriate learning objectives.
- The Headteacher along with the whole school teaching and therapy team review the long-term and medium-term planning and ensure that appropriate targets and strategies are in place. It is intended that the ongoing review and development of the curriculum will support enthusiastic and inspirational teaching. The process of review plays a key role in the continuing professional development of all staff at City of Rochester School.
- The Trustees undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so requires. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Signed:

Date Reviewed: July 2019
Date of Next Review: July 2020
Version No. 1
Policy No. 12a: 002

Alicja Emmett   Claire Cooper
Headteacher   Chair of Trustees and Safeguarding Trustee
This policy will be reviewed no later than July 2020, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

City of Rochester School is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

1 Introduction: The following protocol is designed with our school vision in mind along with the following principles of teaching and learning which guide the work in the school:

- To Promote Learning and Raise Progress - *'The most important role of teaching is to promote learning and to raise pupils' achievement.'*
- To Develop Young People - *'It is also important in promoting pupils' spiritual, moral, social and cultural development.'* OFSTED

The aims of this document are to set out a clear set of high expectations and a common approach to teaching and learning at City of Rochester School so that teachers, parents/carers and pupils are all aware of and can work towards the highest possible standards of education. It is designed in such a way that whilst teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way, regular monitoring of teaching and learning takes place at City of Rochester School to ensure that high standards are always met and therefore, the best outcomes for the pupils.

This protocol document is structured into four sections which are based on the four key areas which teaching should be understood to include:

- Planning and implementation of learning activities (part 1);
- Setting of appropriate home learning across the whole curriculum (part 2);
- Marking, assessment and feedback (part 3);
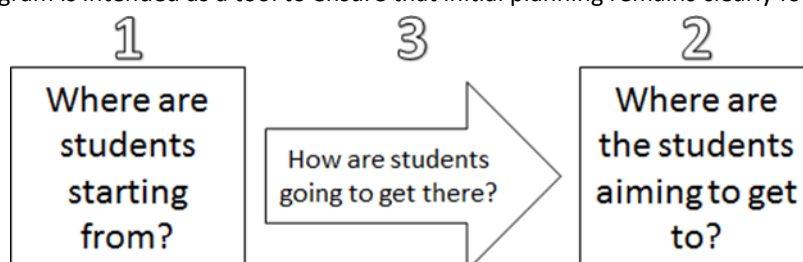- Impact of teaching on the spiritual, moral, social and cultural development of pupils (part 4).

2 Planning and Implementation of Learning Activities

2.1 Rationale: It is important that teachers plan schemes of work and deliver lessons that enable pupils to work towards the learning objectives and make progress towards the success criteria. It is acknowledged that different teachers have their own preferred styles of teaching but it is imperative that the agreed criteria are followed to ensure the best outcomes for all pupils in all lessons. The ultimate aim is to ensure that thorough planning and focussed lesson implementation aids pupils in their quest to make progress over time.

2.2 Schemes of Work: This template available (see appendix) is the preferred format at City of Rochester School. The scheme of work will meet all of the criteria set out below.

- Clarify objectives, including success criteria based on assessment outcomes, thus ensuring sustained and relevant progress over time;
- Identify prior learning to ensure clear progression.
- Identify clearly the subject knowledge to be taught;
- Include suggested learning activities that can be adapted by teachers to suit their teaching style and the learning preferences of their pupil;
- Include references to differentiated work to ensure all pupils are challenged in line with their ability;
- Provide opportunities for developing independent and collaborative learning;
- Detail literacy, numeracy and communication opportunities and how they will be taught;
- Detail how the unit will be assessed and include opportunities for a variety of assessment for learning strategies throughout;
- Include SMSC considerations and opportunities to develop pupil aspiration;
- Identify relevant and challenging opportunities for home learning.

2.2 Lessons: When initially devising a new lesson, teachers are reminded to keep the lesson focussed on the learning objectives and intended outcomes so that pupils move forward and make progress in their learning every lesson relative to their starting points. The following diagram is intended as a tool to ensure that initial planning remains clearly focussed.

Teachers at City of Rochester School should ensure that their planning allows for the following criteria to be met each lesson:

- **Use of assessment in planning** - Information from assessments should be used to set tasks that are perfectly matched to pupils' prior attainment.
- **Level of challenge** - Work should be pitched at a level that is appropriate to the individual. It is challenging – success is only achievable if individual pupils work hard and try their very best. All individuals should find the tasks demanding at their own level.
- **Use of learning support** - Learning support should be highly effective in promoting rapid learning for groups of pupils regardless of their aptitudes and needs.
- **Opportunities to develop literacy, numeracy, and communication skills** – Teaching should include opportunities to develop reading, writing, communication and numeracy skills that are highly effectively taught and cohesively planned as part of the lesson.
- **Use of strategies and tasks to engage pupils** - Strategies and tasks should enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more.
- **Pace and depth of learning** - The pace of learning should be optimised throughout the lesson as to the best effect to support pupils at the time they need such support. As a result, almost all pupils make rapid and sustained progress.
- **Use of questioning** - Questions should be designed to tease out pupils' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure in their knowledge and understanding.
- **Assessment of learning during lessons** - The work for each individual pupil should be adapted in the light of any misconceptions that are brought to light through questioning or checks on pupils' work.
- **Marking and feedback** - Marking should be frequent and regular, providing pupils with very clear guidance on how work can be improved. Pupils need to be engaged in the process. (see City of Rochester School Marking and Feedback Policy)
- **Home Learning** – Home learning should be an integral part of the lesson. It extends the learning and is treated as being as important as the lesson.
- **Progress** – Ultimately, all pupils should make at least good progress in their learning relative to their ability and starting points and demonstrate full understanding of this. For many, this is better than might be expected. Some may demonstrate exceptional achievement.

The prompt sheet (appendix 1) and lesson plan (appendix 2) act as tools to remind teachers to strive to include all the criteria mentioned above.

2.3 Planning: It is acceptable for teachers at City of Rochester School to use a variety of methods to plan their teaching on a day-to-day basis whilst following the planning prompt sheet (appendix 1). These methods could include use of power point, use of a generic teacher planner or another structured plan of their choice. The reason for this freedom of choice is to allow teachers to develop their own styles and to give them the freedom to be creative in their planning so that they may feel empowered to offer deep learning experiences and un-restricted by a set lesson plan. However, whilst teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way, regular monitoring of teaching and learning takes place at City of Rochester School to ensure the highest standards and therefore, outcomes for the pupils. Teachers are expected to use the agreed lesson plan (appendix 2) for observations along with a set of progress data for their class.

2.4 Monitoring: The annual model for monitoring of teaching and learning is as follows:

- Regular learning walks – this may include a variety of formats such as 'drop-ins' with a shared focus, tours of the school or support calls (appendix 7);
- Subject review – triggered by T&L issues or examination results. These are to be used to guide support and direct challenge;
- Full observation – 3 per year (appendix 3);
- Work scrutiny, 'every six weeks (appendix 5);
- There may be instances where additional monitoring is required such as where a teacher is identified as requiring additional support or where a teacher is newly qualified.

Monitoring of teaching and learning is quality assured through a model of paired observation and scrutinisation wherever possible. The monitoring of quality of teaching also includes a comparison to outcomes so as to give a broader picture of the success of teaching over time.

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2.5 Support for Teachers: Staff are supported in improving their teaching in the following ways:

- Tours of strength (observing good practice from colleagues)
- Coaching triangles (teachers working in small groups to enhance their own practice)
- Development time targeted continuing professional development (CPD) sessions
- Observing good practice at partner schools
- External courses when necessary.

2.6 Pupil and Parent Involvement: The views of pupils about lessons will also be sought as part of a pupil voice subject review. Parents have a considerable contribution to make to their child's success in school. They are strongly encouraged to review school books, support their child in responding to their teachers' feedback and create the right environment and routines at home to enable homework to be completed. Liaison with the school is encouraged.

3 Setting of Appropriate Home Learning Across the Whole Curriculum

3.1 Rationale: Home learning is an essential part of a successful education and helps support pupils' ability to learn in a variety of contexts. Home learning not only reinforces classroom learning, it also helps pupils to develop skills and attitudes they need for successful lifelong learning. It promotes independent learning skills, including the habits of inquiry and investigation.

3.2 Nature of home learning: At City of Rochester School, we believe that home learning tasks should not prevent pupils taking part in other after-school activities such as music, sport and clubs. It should be flexible so it can be completed at the family's convenience. Homework should be enjoyable for pupils, parents and carers. There will be a homework club for pupils to undertake any homework that is set

3.3 Effectiveness of home learning: Teachers must ensure that home learning is purposeful and that it enhances the pupils' learning journey. Home learning is most effective when:

- Tasks are structured, linked to the scheme of work and their purpose is clearly explained to pupils;
- There is consistent practice across the faculties;
- Home learning is regular so that everyone knows what to expect each week;
- Home learning expectations are recorded in the planner provided;
- Pupils and their parents or carers are clear about what they need to do and what the outcome will be;
- There are high expectations;
- Feedback is clear, focussed and constructive.

3.4 Reading Reward Scheme: All pupils in KS1-3 participate in the Reading Reward Scheme. At KS4 & 5, the subjects have a range of higher learning activities including weekly tasks linked to their learning and GCSE pathways.

3.5 Regularity of home learning:

- In years 1 to 6, pupils will receive English and Maths homework every week. In addition, pupils will undertake a cross-curricular termly project.
- In years 7 and 8 and 9 pupils will complete English, Maths and Science homework every week. In addition, pupils will undertake a cross-curricular termly project.
- In years 10, 11 and above, home learning will be less structured in its nature to allow pupils to take more ownership of their own learning journey and to allow teachers to respond to the needs of the pupils throughout their courses. However, it is expected that weekly home learning tasks will be set in ALL subjects where exams are being studied for.
- Homework can be completed at the school's Homework Club which is held weekly.

3.6 Reward: Home learning will be rewarded through the rewards system. Termly rewards will be given for the best projects. Additionally, pupils will be rewarded at the commendation assemblies or awards evening for their efforts.

3.7 Pupil and Parent Involvement: The views of pupils about home learning/homework clubs will be sought as part of a pupil voice subject review. Parents have a considerable contribution to make to pupils' success in school. They are strongly encouraged to support their children with their home learning/attendance at homework clubs by creating the right environment and routines at home to enable home learning to be completed. Liaison with the school is encouraged through use of the pupil planner. Parent views are regularly sought and acted upon.

4 Marking Assessment and Feedback

4.1 Rationale: It is important to provide constructive feedback to pupils, focusing on success and improvement needs against learning intentions. This enables pupils to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. The ultimate aim is to ensure that the marking and assessment process aids pupils in their quest to make progress over time.

4.2 What are the principles that guide the school's approach to marking? Marking and feedback should:

- be manageable for teachers and accessible to pupils;
- relate to the learning objectives and success criteria;
- give recognition, praise and rewards for achievement, effort and presentation
- offer clear strategies for improvement;
- be regular and returned to pupils promptly in order for the feedback to be relevant;
- allow specific time for pupils to read, reflect and respond to marking;
- inform future planning;
- use consistent codes across the school, particularly for literacy and numeracy where appropriate;
- ultimately be seen by pupils as a positive approach to improving their learning.

4.3 Marking Codes: The following abbreviations and codes are used by teachers when marking:

SP = correct this spelling or look at your teacher's correction
P = punctuation
C = capital letters
// = start a new line/new paragraph
? = unclear – rewrite or explain
^ = you have missed something out
V = use of vocabulary

4.4 How do we mark pupils' work?: Pupils' work needs to be marked in a colour that can be clearly seen. The school uses the following methods of marking/feedback:

- **Formative feedback / marking** – Not all work needs to be graded. Formative marking is marking that helps pupils to improve. Assessment for learning best practice recommends comment only marking as one of the best ways to encourage pupils to engage with the assessment dialogue between teacher and pupil. When 'quality marking' teachers should: highlight examples of where the pupil has met the learning intention; highlight areas of the work which could be improved; provide a focused comment which should help the pupil to 'close the gap' between what they have achieved and what they could have achieved. In order for the marking to be formative, the information must be used and acted on by the pupils. When work has been 'quality marked', time should be given during the following lesson for pupils to read and then make focused improvement(s) based on the improvement suggestion.
- **Summative feedback / marking** – is associated with work where grades, levels or scores can be given. This can also be marked by the pupils, as a class or in groups. Pupils should be given information on their progress compared to their targets at least once per half term.

4.5 What other styles of marking do teachers use?

- **Self-assessment** - pupils are sometimes encouraged to self-evaluate by identifying their own successes and looking for an improvement point based on the objectives and success criteria. teachers should use the enclosed (appendix 8) self-assessment grid using colour red, amber and green as to how the pupil met the success criteria.
- **Peer-assessment** - once a marking process has been modelled with the class pupils sometimes mark the work of their peers. This allows them to develop their own critical capacity.

- **Verbal feedback** - It is important for pupils to have verbal feedback from the teacher working with them. The member of staff might initially talk to the pupil about how they have met the learning intention and then question the pupil about a specific part of the work. This may be to correct a pupil's understanding or to extend the pupil's learning.

4.6 Literacy and numeracy issues: Numeracy and literacy should be corrected in a way which is appropriate to the needs of the pupil. However, where a pupil's work is littered with errors it might be best to focus only on a limited amount of mistakes so as to maintain a focussed and positive marking process. Pupils may be given time to complete corrections. The codes are designed to standardise our approach to highlighting literacy and numeracy issues. The code is designed that it might be used in a variety of curriculum areas.

4.7 Presentation of work: It is important that pupils are encouraged to present their work in an acceptable and professional manner. The following are minimum expectations for written work:
- Title and date at the start of each new piece of work underlined;
- Black (preferably) to be used by pupils; a different colour pen should be used to indicate where pupils have been involved in the marking or assessment process;
- Mistakes that occur during a piece of work should be crossed out using one single line with a ruler; correction fluid should not be used in school;
- Work that falls below the agreed standard of presentation should be challenged by the teacher and re-done if it is deemed necessary. Equally, rewards for excellent presentation should be given where appropriate.

4.8 Marking frequency: Formative – Teachers are expected to use their own professional judgement when deciding on the regularity of their marking, depending on the number of lessons and nature of subject. However, the following guidance will be insisted on when marking is identified as an issue for a particular teacher or department.
- Subjects where pupils have three or more lessons per week: at least one example of formative assessment every two weeks.
- Subjects where pupils have less than three lessons per week: at least one example of formative assessment every three weeks.

Summative – For each year group, there are two (or three for year 11 only) agreed examination windows where pupil work will be summatively assessed.

Home learning – Feedback from home learning must also be prominent in pupil files/books.

4.9 Pupil and Parent Involvement: The views of pupils about marking and assessment will also be sought as part of a pupil voice subject review. Parents have a considerable contribution to make to pupils' success in school. They are strongly encouraged to review their children's school books, support pupils in responding to their teachers' feedback and create the right environment and routines at home to ensure that pupils are ready to come to school every day.

5 Spiritual, Moral, Social and Cultural Development of Pupils

5.1 Rationale: School is about far more than learning the curriculum. Spiritual, Moral, Social and Cultural development is the term used to embrace this broader dimension. It ranges from teaching in religious studies and citizenship through to relationships and education and a wide range of extra-curricular and out-of-school activities. Importantly these vital dimensions of life and growth should be present across the entire curriculum.

5.2 Spiritual development: To help pupils in their positive spiritual development, all lessons and additional learning activities should be designed, wherever possible to:
- promote pupils' self-esteem by valuing and rewarding their achievements;
- encourage pupils to reflect on their learning and allow them to question and explore;
- provide opportunities in and out of lessons for them to discuss and exchange views;
- be supportive of those who seek faith or wish to strengthen it.

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5.3 Moral development: In order for teaching and learning to be effective, pupils at City of Rochester School must adopt a shared moral code of respect. This moral code is taught through form time activities, assemblies and through the Personal, Social, Health, Citizenship Education (PSHE) curriculum days**.**

- The necessity of and the importance of following appropriate rules is seen as vitally important in setting an orderly learning environment.
- Pupils are encouraged to take on responsibility for their own learning and for that of others through peer support.

5.4 Social development: As part of engaging lessons and activities, pupils are expected to interact with their peers and other members of the community. Consequently, their social development is of great importance. When planning teaching and learning activities, staff should always try to promote an environment where there is:

- a willingness to co-operate with other pupils by balancing individual and collective needs;
- a readiness to celebrate others' achievements;
- a feeling of mutual respect and tolerance;
- a culture where pupils aspire to achieve!

5.5 Cultural development: As well as developing an awareness of their own cultural roots, pupils should also be able to appreciate the diversity and evolution of cultural traditions. In comparison to other local schools, City of Rochester School has a limited cultural mix of pupils. Therefore, it is particularly important that the following should occur as part of their learning journey:

- in lessons, assemblies and tutorials pupils should be helped to understand, respect and appreciate other beliefs, social circumstances and cultures and their impact;
- further opportunities for the above should take place in extra-curricular activities and school trips

5.6 Monitoring of spiritual, moral, social and cultural development of pupils (SMSC): In addition to the above considerations that take place when planning teaching and learning experiences at City of Rochester School, some aspects of the SMSC agenda are explicitly taught in lessons. This is audited annually (appendix 6) to ensure that pupils are given the appropriate information and guidance on essential topics that may help pupils to be successful learners, confident individuals, responsible citizens and effective contributors.

6 Monitoring: Compliance with the policies and procedures laid down in this document will be monitored by the trustees. The trustees are responsible for the monitoring, revision and updating of this document on a 1 yearly basis or sooner if the need arises.

7 Equality Impact Assessment: This document forms part of City of Rochester School's commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics, as well as to promote positive practice and value the diversity of all individuals and communities. As part of its development this document and its impact on equality has been analysed and no detriment identified.

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8.Appendix 1 Lesson Planning Prompt Sheet

Lesson Planning Prompt Sheet		
Teacher:	**Class:**	**Date and time:**
Objectives: What will the pupils be learning?		**Outcomes:** What will their learning look like?

1. Use of assessment in planning: How will you use Information from assessments to set tasks that are perfectly matched to pupils' prior attainment? *Please attach a data sheet to your lesson plan.*

2. Level of challenge: How will you ensure that the work is pitched at a level that is appropriate to the group and individual to ensure that all pupils find the tasks demanding at their own level?

3. Use of learning support: How will you ensure that learning support (TAs) are highly effective in promoting rapid learning for groups of pupils regardless of their aptitudes and needs?

4. Opportunities to develop reading, writing, communication and numeracy skills: Does your lesson include opportunities to develop literacy, numeracy and communication skills that are highly effectively taught and cohesively planned? *It is not essential to do this in every lesson if it is not appropriate.*

5. Use of strategies and tasks to engage pupils: What strategies and tasks that you will use enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more?

6. Pace and depth of learning: How will the pace of learning be optimised throughout the lesson so that you are able to use the time to best effect to support pupils at the time they need such support so that they can make rapid and sustained progress.

7. Use of questioning: How will you use questions that tease out pupils' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure in their knowledge and understanding?

8. Assessment of learning during lessons: What strategies will you use to identify understanding and progress? As a result, how might the lesson be adapted in the light of any misconceptions that are brought to light through questioning or checks on pupils' work?

9. Marking and feedback: Is the work of your pupils marked and up to date? Is there a planned opportunity for pupils to engage with the marking process?

10. Home Learning: Is homework an integral part of the lesson? Does it extend the learning and is it treated as being important?
Home learning booklets are issued on a weekly rotation for certain subjects in years 7, 8 and 9, so this may not be necessary.

Progress – How will it be made clear that all pupils have made at least good progress in their learning relative to their ability and starting points? Also, is evidence available to support that this level of progress is sustained over a period of time?

Appendix 2 Learning Objectives/Lesson Plan Template

	Teacher Name: Date/period:	Subject: Class:	Ability Range (attach data sheet):
Learning Objectives: WALT – What Am I Learning Today		**Learning Outcomes (linked to assessment criteria):** WILF – What I'm Looking For…	
Links to previous learning and assessments:			
Support for specific pupils (including use of Learning Support, learning aids etc):		**Opportunities for contextualised SCERTS, literacy, numeracy etc:**	

Approx. Timings:	Teaching Strategies (including methods of assessment to demonstrate progress): Starter: **Learning activities** (underline or highlight any new learning) and AfL opportunities**:** **Plenary:**	Challenge and differentiation (please consider different starting points based on ability rather than just extra work): SMSC Considerations (the SMSC foci for 2019/2020:

Home Learning:		**Resources:**

Checklist – Are the following in place in your lesson?	Yes, No, N/A
1. Use of assessment in planning: Have you used information from assessments to set tasks that are perfectly matched to pupils' prior attainment? *Have you attached a data sheet to your lesson plan?*	
2. Level of challenge: Is the work is pitched at a level that is appropriate to the group and individual to ensure that all pupils find the tasks demanding at their own level?	
3. Use of learning support: Have you planned so that learning support (LSAs) will be highly effective in promoting rapid learning for groups of pupils regardless of their aptitudes and needs?	
4. Opportunities to develop reading, writing, communication and numeracy skills: Does your lesson include opportunities to develop literacy, numeracy and communication skills? *It is not essential to do this in every lesson if it is not appropriate.*	

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5. Use of strategies and tasks to engage pupils: Will the strategies and tasks that you have planned enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more?	
6. Pace and depth of learning: Will the pace of learning be optimised throughout the lesson so that you are able to use the time to best effect to support pupils at the time they need such support so that they can make rapid and sustained progress.	
7. Use of questioning: Have you planned questions that tease out pupils' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure?	
8. Assessment of learning during lessons: Have you planned assessment strategies to identify understanding and progress? Have you thought what contingencies you may put in place in the light of any misconceptions that are brought to light through questioning or checks on pupils' work?	
9. Marking and feedback: Is the work of your pupils marked and up to date? Is there a planned opportunity for pupils to engage with the marking process?	
10. Home Learning: Is homework is an integral part of the lesson? Does it extend the learning and is it treated as being important?	

Appendix 3 – Lesson Observation Form

Lesson Observation Form Please attach data sheet and lesson plan to completed lesson observation forms.		
Teacher:	**Observer:**	**Date and time:**
Year group and set:	**Subject:**	**Number of pupils:**

Support staff or learning support:

Lesson Focus/Objectives:

SMSC strengths/issues (the SMSC foci for the year ahead):

Social/Communication strengths/issues

Key strengths:

Agreed areas for development/CPD identification (including any suggested actions with completion dates if deemed necessary):

1 Outstanding	2 Good	3 Requires Improvement	4 Inadequate
All pupils make at least good progress in their learning relative to their ability and starting points. Some may demonstrate exceptional achievement.	All pupils make at least good progress in their learning relative to their ability and starting points.	Most pupils make at least the expected progress in their learning given their ability and starting points. Satisfactory achievement and good progress are demonstrated.	Pupils make limited progress and underachieve relative to their capabilities. This may be because of poor attitudes/behaviour and/or unsatisfactory teaching.
Evidence showing sustained progress over a period of time.			No evidence is available to show sustained progress over a period of time.

Focus area	Outstanding	Good	Requires improvement	Inadequate
1. Use of assessment in planning	Information from assessments is used to set tasks that are perfectly matched to pupils' prior attainment. Pupils have a range of starting points as a result.	Information from assessments is used to set tasks that are well matched to pupils' prior attainment. Pupils have a range of starting points as a result.	Information from assessments is used to set tasks that are well matched to the needs of the class.	Information from assessments is not used in planning.
Evidence and comments:				
2. Level of challenge	Work is pitched at a level appropriate to the individual. It is challenging. Individual pupils work hard to achieve. Tasks are demanding for each learner.	Tasks are set at a level suitable for pupils of similar abilities. Individuals who find the tasks too easy or too difficult are provided with support so their progress is not slowed.	Tasks are set at a level suitable for pupils of similar abilities. There may be individuals who find the tasks too easy or too difficult. Such pupils are not given the support they need, so their progress may stall.	Tasks are not suitably matched to pupils' prior attainment; pupils find the work too easy or too hard.
Evidence and comments:				
3. Use of learning support & HLTAs	Learning support (TAs) are highly effective in promoting rapid learning for pupils regardless of their aptitudes and needs.	TAs are well deployed to support learning for pupils regardless of their aptitudes and needs. All such groups make at least good progress.	TAs provide suitable support for pupils regardless of their aptitudes and needs. Such support helps them to achieve the lesson's objective but may miss opportunities to promote wider skills.	TAs do not meet the needs of groups of pupils. Pupils learning is limited either by too much assistance. Pupils do not achieve appropriate support.
Evidence and comments:				

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4. Opportunities to develop reading, writing, communication and numeracy skills.	Highly effective teaching includes opportunities to develop literacy, numeracy and communication skills that are planned cohesively.	Effective teaching includes opportunities to develop literacy, numeracy and communication skills that are planned as part of the lesson.	Teaching includes opportunities to develop literacy, numeracy and communication skills.	Opportunities to develop literacy, numeracy and communication skills are ignored.
Evidence and comments:				
5. Use of strategies and tasks to engage pupils	Strategies and tasks enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more.	Pupils find the strategies and tasks interesting and enjoyable. They concentrate well and pay full attention to the teacher.	Pupils find the strategies and tasks interesting. Some may lose interest and need to be reminded to concentrate by the teacher.	Pupils are bored by the strategies and tasks and may become disruptive.
Evidence and comments:				
6. Use of questioning	Teachers' questions tease out pupils' understanding. Teachers are exceptionally aware that pupils are secure in their knowledge and understanding.	Questions tease out most pupils' understanding. The teacher is aware that most pupils are secure in their learning.	Questioning provides a broad overview of pupils' understanding and ensures they are all listening.	Questions are closed and are not used to assess pupils' understanding. The teacher is unable to adapt the task as a result.
Evidence and comments:				

7. Assessment of learning during lessons	The work for each pupil is adapted in the light of any misconceptions that arise through checks on pupils' work.	Lessons are adapted in response to misconceptions that arise through checks on pupils' work.	In-class assessment identifies general misconceptions, but is not always acted upon.	The teacher does not assess the pupils during the lesson to establish how secure they are in their learning and/or understanding.

Evidence and comments:

8. Marking and feedback	Marking is frequent and regular, providing pupils with clear guidance on how to improve. Pupils are engaged in the process.	Marking is frequent and regular, providing pupils with guidance on how to improve. Pupils are involved in the process.	Marking is encouraging and provides pupils with some guidance on how to improve. Pupil involvement in the process is minimal.	Marking is infrequent and/or fails to provide pupils with guidance on how to improve.. Pupils are not involved in the process.

Evidence and comments:

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ASD Specific:	Y	N	Comments
Environment: Classroom has a defined area that provide clear visual boundaries for specific activities. For example – individual workstations/whole group area/quiet withdrawal zone			
Environment: Environmental supports (e.g. visual schedules, timetables, labelling/signposting, individual pupil checklists etc), are provided and implemented to assist pupils to predict activities, to anticipate change, to understand etc			
Environment: Transitions to new activities are carried out in a calm, safe manner			
Environment: Storage area for personal items, screens (where appropriate), lighting, noise levels (for example ear defenders available where appropriate)			
Teacher/Pupil Engagement: Activities are appropriately paced/structured to eliminate unnecessary break-time/free-time by keeping pupils actively engaged			
Teacher/Pupil Engagement: A variety of teacher led/supervised formats are used: direct instruction, small group, student-led, play, peer-led instruction			
Communication: Functional communication (both receptive and expressive) systems are being used for pupils who are non-verbal or have emerging verbal skills			
Communication: Cues are used to alert pupils to communication, alert pupils to the activity, introduce the activity, guide pupils through the activity, review what has been done			
Communication: Standard curriculum and resource symbols are used			
Communication: Objects, photographs and symbols are used to aid engagement and hold attention			
Social Skills: Curriculum/Teaching observed: social relationships (peer and adult)			
Social Skills: Curriculum/Teaching observed: self-regulation and self-monitoring			
Social Skills: Curriculum/Teaching observed: symbolic play, imagination and creativity			

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Appendix 4 – Progressive/target sticker

Lesson Objectives	Self-Assessment	Teacher Assessment
LO:		
SC:		
SC:		
SC:		

Appendix 5 – Work Scrutiny

Work Scrutiny 2018/2019						
Teacher:						
Reviewed by:						
Subject:						
Date:						
Please ensure that different groups of pupils are represented in the sample						
The Basics			Always	Often	Rarely	Never
1. Is there evidence of praise and rewards?						
2. Literacy and numeracy mistakes addressed where appropriate using the agreed codes?						
3. Is the regularity of marking in line with school policy?			Yes		No	

1. Marking for progress	**Outstanding** Through their frequently marked work, it is possible to see that there is a consistently high level of challenge and that pupils make progress at least in line with their ability over a period of time.	**Good** Through their frequently marked work, it is possible to see that there is usually a high level of challenge and that pupils make progress in line with their ability over a period of time.	**Requires improvement** Work is marked frequently. It is usually possible to see high levels of challenge in line with pupils' ability.	**Inadequate** Through their infrequently marked work it is clear to see that pupils are insufficiently challenged on a regular basis and that they have not progressed in line with their ability of a period of time.
Evidence and Comments:				
2. Focussed Marking	**Outstanding** Systematic and effective checking of pupils' work identifies misconceptions and leads to personalised targets that are clearly linked to the assessment focus.	**Good** Checking of pupils' work identifies some misconceptions and leads to personalised targets that are linked to the assessment focus.	**Requires improvement** Pupils work is checked on a regular basis but a lack of focus results in limited progress.	**Inadequate** As a result of poor practices, particular groups make inadequate progress.
Evidence and Comments:				

3. Quality of Work	**Outstanding** Consistently high expectations of all pupils can be evidenced in the quality of their work.	**Good** High expectations of most pupils can be evidenced in the quality of their work most of the time.	**Requires improvement** Expectations are generally in line with pupils' ability.	**Inadequate** Expectations are low, especially for particular groups.

Evidence and Comments:

4. Pupil Engagement	**Outstanding** Pupils are engaged in their learning through the marking process, demonstrating high levels of commitment to their own learning.	**Good** Pupils are engaged in their learning through the marking process.	**Requires improvement** There is some evidence that pupils engage in the marking process.	**Inadequate** Particular groups of pupils are not engaged.

Evidence and Comments:

5. Home Learning	**Outstanding** There is regular evidence of imaginative and appropriate home-learning that supports learning.	**Good** There is regular evidence of appropriate home-learning that supports learning.	**Requires improvement** There is some evidence of home learning.	**Inadequate** There is no evidence of home learning.

Evidence and Comments:

6. Presentation of work	Is presentation of work by pupils acceptable?	**Always**	**Often**	**Sometimes**	**Never**

Please comment on the presentation of work seen in sample. How are pupils encouraged to complete their work in a neatly presented manner? Please give suggestions of strategies that could be used to encourage pupils to focus on their presentation skills.

Overall grade	**Outstanding / Good / Not Good / Inadequate** (highlight appropriately)

Strengths	Areas for development
Is there an immediate action required? **Yes / No** If so, please specify and provide a timescale for review.	
Reviewer signature:	Teacher signature:

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13 Appendix 6 – SMSC Review

SMSC Review	Review completed by:		Review date:
Impact			
Summary			

Sub-criterion	Key phrases from the Ofsted Criteria	Grade	Summary of main strengths and areas for development
Personal insight and spiritual development	Pupils: - think deeply. - have clear personal values. - are open to new ideas.		
Moral understanding and relationships	Show a keen interest in ethical issues. Reassess values in the light of experiences. Principled.		
Social development and skills	Resolve conflicts intelligently and seek consensus. Accept others' rights to hold different views/beliefs. Aspire to achieve to the best of their ability.		

Understanding and respect for different cultures	Have very good insight into their own and others' cultures, from first-hand experience. Appreciate cultural diversity. Challenge racism.		
The school's promotion of SMSC and community cohesion	SMSC development underpins all the school's curriculum and teaching. Impact is evident in all classrooms and nearly all pupils' attitudes.		
To be outstanding we need to:			

Appendix 7 Learning Walk Recording Form

Curriculum Area:		
Learning Walk Theme(s):	Focus:	
Impact measure/ Expectation:	Impact measure/ Expectation (SMART):	
Date(s) of Learning Walk:		
Total duration of Learning Walk:		
Name of Observer(s):		
Class: Neptune	RAG Rating: R/A/G:	
Staff:	Subject:	Attendance:
Comments:		
Class: Jupiter	RAG Rating: R/A/G:	
Staff:	Subject: N/A	Attendance: N/A
Comments:		

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Class: Earth	RAG Rating: R/A/G:	
Staff:	Subject:	Attendance:

Comments:

Class: Mars	RAG Rating: R/A/G:	
Staff:	Subject:	Attendance: N/A

Comments:

Class: Venus	RAG Rating: R/A/G:	
Staff:	Subject:	Attendance: N/A

Comments:

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Class: Saturn	RAG Rating: R/A/G:	
Staff:	Subject:	Attendance: N/A
Comments: 		

Appendix 8 Self-Assessment Form

Lesson Objectives	Self-Assessment	Teacher Assessment
LO:		
SC:		
SC:		
SC:		