

**Middle Leaders Leadership Guide 2021-22**

**Excellence**, a habit

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**Purpose of guide**

This guide gives a clear steer to new and existing Middle Leaders on the expectations in relation to leading and managing staff, the curriculum and resources at Woodbridge Park.

WPES is a service with several provisions and centres. WPES has an obligation to ensure equality of opportunity and equity in relation to the provision it makes for all learners in all settings.

WPES also provides for children and young people with complex backgrounds and this guide provides essential guidance and information on the contextualised expectations relating to the Quality of Education, and the monitoring of the Quality of Education.

WPES takes its role in developing high quality Middle Leaders for the Alternative Provision and Special School sector very seriously.

In essence, this guide exists to:

* Provide a clear support manual for reference by Middle Leaders
* Ensure consistency across the service
* Provide clarity on expectations
* Provide sample materials for reference for key leadership tasks

**WPES Strategic Development**

WPES has a clear vision and mission, underpinned by 4 clear values. Governors have given an additional focus to strategic development work in the following statement:

**Secure the service as ‘outstanding’ by developing a progressive, agile, efficient, well-integrated provision where excellence is a habit, leadership is truly distributed and the changing needs of pupils and local schools are strategically and operationally met.**

* ***Leadership, distributed*** – improved leadership structures, middle leaders fully driving quality of education, curriculum and CPD
* ***Efficient*** – stabilised budget and staffing across the service; key curriculum areas are joint-timetabled across the 4 main sites
* ***Excellence, a habit*** – a true professional learning community; peer observation embedded; sharing practice drives CPD; an inspirational, relevant curriculum further impacting on provision and standards
* ***Progressive and Agile*** – fluid staffing and curriculum across the 4 main different sites; adapted provision easily made for complex cases and non-attenders; deep understanding of trauma impacting on provision and standards



For 2021-22 the key strategic priorities will be:

|  |  |
| --- | --- |
| **Leadership** | * Staff wellbeing and workload * Middle Leaders taking more control * Mapping service provision 2023 onwards * Securing greater flexibility and value for money in service provision for complex cases |
| **Quality of Education** | * Every KS4 and KS5 student leaving for post-16 with a qualification in Maths, English and securing a post-16 destination * Further improve provision and outcomes in basic skills (literacy) * Embed expectations relating to progress in reading and writing across the service * Improve provision for speech, language and communication * Trial and test easy-to-use strategies for pre-teaching for key EHCP learners * Improve outcomes for PP boys (with EHCP) * Further improving consistency of planning and implementation in key subjects across the service * Improve Science provision and progress at KS4 |
| **Personal Development** | * Launch a service-wide emotional literacy curriculum, embedding effective emotional regulation, mindfulness and executive function skills * Take actions to improve on trauma-informed and attachment-aware practice following audit 2020 * Embed enhanced provision so that no leaver becomes NEET * Embed enhanced induction and intervention, ISP, and pupil information gathering and reviewing procedures across service |
| **Behaviour & Attitudes** | * Maintain focus on trauma-informed care and attachment in relation to the management of challenging behaviour * Further improve service attendance with a particular focus on KS3 and KS4 attendance and punctuality |

**The role of Middle Leaders**

*"People, not structures, are the most significant drivers of improvement and change in our schools."*

**Mike Cladingbowl, National Director for Schools at Ofsted**

We are judged externally by:

* how well leaders, managers and governors pursue excellence, modelling professional standards in all of their work
* the effectiveness of monitoring and evaluation
* the use of performance management and effectiveness of strategies for improving teaching
* how well leaders and managers ensure that the curriculum is of a high quality
* how well leaders and managers demonstrate the capacity to bring about further improvement

In all of the above, Middle Leaders play a crucial role as it is their personal vision, ambition and determination to provide excellence to all children and young people that will drive change and improvement.

The principle role of a Middle Leader at WPES is to provide high quality, impactful leadership of the curriculum within their subject areas so that outstanding teaching and provision leads to outstanding progress.

In order to do this, Middle Leaders need to:

* Have a clear rationale and purpose for their subject areas
* Be mindful of the National Curriculum
* Provide clear leadership to their staff teams
* Model and articulate the highest of expectations for children and for what they want to see from their teams
* Monitor and evaluate the quality of education within the subject areas, sharing practice and intervening when information indicates a concern
* Performance Manage staff teams well
* Manage human and other resources and time well

**Workload and Wellbeing**

WPES has a clear strategic aim of reducing unnecessary workload and ensuring that staff wellbeing is high on the agenda.

Middle Leadership is not about ‘doing everything yourself.’ Where there are teams, for professional development purposes and in order to maintain Teacher Standards, Middle Leaders should delegate some aspects of their role to their wider team.

Middle Leadership is about vision for a subject(s), about stewardship and leadership of a subject(s). It is about supporting and challenging staff to be the best they can be for our children and young people. Having and expressing high expectations does not increase workload.

There are inevitable planning documents and evaluation documents which are required from Middle Leaders. The principal one annually are:

* The Subject Development & Evaluation Plan

It is easier and more workload efficient to regard the two documents above as ‘live, dynamic’ documents which are kept up to date over the year. These documents will be continually reviewed to keep them brief and streamlined.

Middle Leaders need to have regard to their own workload and wellbeing and that of their teams. For many tasks, there is dedicated time provided to all staff:

* Moderation of pupil work
* Inputting pupil data and writing reports

With regards to differentiation and the preparation of teaching materials – Middle Leaders need to support staff in finding workload-friendly and more efficient ways of adapting resources to match different needs. The focus of differentiation should be on adapting and enabling access as opposed to always creating a range of completely different tasks.

**The Continuum of School Improvement – 4i model of intervention**



**Impact – monitor / judge progress**

**Intervention – take action**

**Investigate**

**Information gathering**

The 4i Model of Intervention is an effective leadership and management tool for Middle Leaders to help ensure that the cycle of school improvement is secure and that there is a track record of impact.

1. Information Gathering – we look at available sources of information to judge what we could identify as strengths and areas for improvement
2. Investigate – we follow-up these initial lines of enquiry by drilling down in more detail
3. Intervention (take action) – we use the full information and data to decide what practice to share and what requires improvement and we put that action into operation
4. Impact (monitor / judge process) – using intelligent evaluation and monitoring, we assess the progress / implementation of any chosen actions and strategies

**Driving forward and improving the Quality of Education**

Middle Leaders need to have a clear vision for their subject and what outstanding means in their areas. This vision needs to translate; through outstanding planning, into highly effective delivery so that impact, progress and outcomes are secured for children and young people.

WPES has clear published guidanced (see appendix) for what high quality looks like and Middle Leaders need to develop their staff teams to deliver in line with these expectations; not to please senior leadership, or for an observation, but because we all believe that our children and young people deserve the very best education, and that every single lesson counts.

So, drive comes in the main from a Middle Leader articulating their vision, ambition and expectations to their teams, in line with service-wide standards. Seeing the quality of educaion in three broad streams: intent, implementation and impact; the next step is to secure outstanding intent through effective, ambitious and purposeful Schemes of Learning.

Once outstanding planning is in place, the role of the Middle Leader in driving forward and improving the quality of education is predominently support and challenge of their teams through:

* Performance Management
* Line Management
* Sharing effective practice across the service
* Regular easy-to-manage monitoring and evaluation
* Analysising performance data and progress data to support the identification of strengths and areas for improvement

Sharing practice is a cheap, easy and workload-friendly strategy for spreading excellence and providing professional development. Every opportunity needs to be taken to celebrate effective practice and get it dispersed widely.

**The need for consistency of practice across the service**

WPES is one single school in a multi-site format.

This means that we are expected to show consistency in the application of policy and procedures across all settings and have the same high standards of planning, delivery and review with regards to the quality of education. There is also an equality of opportunity implication here too. A Year 11 on one site should not be getting a better or worse educational experience than a Year 11 on another site.

For Middle Leaders and Senior Leaders, this has obvious implications for:

* Curriculum planning and schemes of work (intent)
* Teacher and staff expectations
* The delivery of lessons (implementation)
* The quality of marking and feedback
* Expectations on the correction of literacy errors and pupil follow-up to feedback
* The quality of assessment and intervention (impact)

In essence, Middle Leaders need to regularly audit schemes of learning and use line management and meetings as an opportunity to moderate the quality of marking, assessment and feedback:

* Are SOL within the same subject across the service of the same high quality and formatted correctly?
* Are SOL within same subject in same centre of the same high quality?
* Are there variations in the quality of delivery within the subject across different centres? What is being done to address this? What is the impact?
* Are there variations in the quality of delivery within the same subject within the same centre? What is being done to address this? What is the impact?
* Are staff aware of their strengths and examples of inconsistent practice so that they can seek support from staff who have their personal areas of improvement as strengths?
* Are subject team meetings and line management used as learning and sharing moments to iron out inconsistencies and share effective practice?

**Particular attention and support needs to be offered to any staff who teach outside of their main / trained subject area.**

**Line Management – Support and Challenge for teams**

All staff at WPES deserve high quality support and challenge so that they can be the best they can be in their role and support continuous service improvement.

There is a clear Line Management Agenda format for individual teaching staff which needs to be followed with the areas covered to ensure that there is an appropriate balance of support and challenge for colleagues.

We work with the aim of supporting colleagues to self-improve and to be the best they can be for our children and young people.

Effective line management is more than an agenda though. It is about becoming a critical friend who listens, encourages and asks the right challenging questions at the right time. Line Managers are signposters to support and guidance – they are the ear and the shoulder for a colleague – someone who checks on workload and wellbeing as well as professional practice.

Effective line management focuses on:

* Workload and wellbeing
* Celebrating success and strengths
* Giving a sense of pride and ownership in a colleague’s work and development
* Providing a critical eye glancing over the quality of planning, delivery, assessment, marking, feedback and pupil progress and outcomes
* Provides a baseline and a model of effective, consistent practice within the subject area and across the service



|  |  |  |  |
| --- | --- | --- | --- |
| 1.**Wellbeing and Workload and personal actions being taken** | Discussion Points | Actions due by |  |
| Any Issues If so what are they: |  |  |  |
| 2. **Quality of Education** |  |  |  |
| 1. Bring 1 SOL each meeting and conduct WPES audit together 2. Bring books for 3 Middle Leader-selected students and look through together – is marking policy followed with feedback and student follow-up? 3. Update on SOL and curriculum development 4. Progress against targets (termly) and against 80% expected progress target for each class and for subjects 5. Analysis of Mock Exams (1st half-term in September) 6. Predicted grades (December / January) 7. Look at intervention logs for subject and discuss any underachieving pupils (not making expected progress) – action being taken and monitoring in place (each meeting between data drops) |  |  |  |
| 3. Pupil Issues and actions being taken with impact Identification of pupils causing concerns and intervention strategies  Behaviours , safety and Safeguarding  Update on progress of pupils with SEN (termly) AND PPG |  |  |  |
| 4. **Performance Management Target updates** |  |  |  |
|  |  |  |  |

**Teacher Line Management Standard Agenda**

**The Subject Team Meeting – draft agenda**

Subject Team Meetings are an opportunity to:

* Celebrate and share effective practice
* Iron out inconsistencies in practice within the subject
* Discuss progress of any iniatives or improvement work
* Audit marking / SOL
* Do any necessary task that requires team input

It is important to get a good balance in the meeting of support and challenge, with the prime opportunity being to share practice widely.

As an approximate guide – the following standard agenda is recommended:

1. Minutes / actions from last meeting
2. Calendar Check / Upcoming deadlines
3. Update on Subject Development Plan
4. Sharing Practice
5. Anything else……………………

Meetings should be outcomes and impact focused with clear actions agreed with a name attached and a timescale. This ties in with the 4i model of intervention approach and guarantees the measurement of an outcome at some point.

To continually meet teacher standards in part (8), all teachers and particularly UPR1,2 and 3 teachers should be contributing fully to the development of the subject area and the service. For professional development purposes, it is therefore essential that key development work is distributed across the subject team so that not one sole person ends up carrying a significant burden.



**Sharing Effective Practice across the service**

Sharing practice is the most efficient and cost-effective CPD for all staff. All staff have a professional responsibility under teacher standard 8(a) to develop the service and to develop everyone’s practice.

Sharing practice can be done in formal ways:

* Team meetings
* Middle Leader meetings
* INSET / CPD sessions
* Sharing Practice Bulletin

Sharing practice also needs to happen daily and naturally across the service for it be genuinely impactful. It needs to become a habit and Middle Leaders play a vital role in:

* Identifying effective practice
* Celebrating effective practice
* Making leaders and others aware of effective practice

At present, as well as more generally, we need to be particularly identifying and sharing practice linked to:

* Improving reading and writing skills
* Improving engagement
* Reducing stress and anxiety
* Raising expectations and levels of challenge

Colleagues need to be encouraging their teams to:

* Peer observe each other informally
* Have informal teacher talks about effective practice
* Email colleagues and their subject peers any resources that can be shared
* Emailing into the Sharing Practice inbox any ideas worth sharing widely

**Middle Leadership Calendar 2021-22**

The service development planning cycle runs from April to March so that it can tie in with the financial year as much of improvement work requires financial support.

As a broad outline, the ML strategic year flows as follows:

* March – SDP review and SDP drafted – progress update and moderation
* April – SDP commences
* May-July – Examinations
* July – progress update and moderation
* September – Exams analysis and report to Head and update SDP accordingly
* November - moderation
* December – progress update
* January – KS4 mock examinations
* February – end of financial year

Line Management, team meetings and Middle Leader meetings are key structured opportunities to implement, monitor and develop the strategic improvement agenda for both the subject and the service.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | April | May | June | July | Sept | Oct | Nov | Dec | Jan | Feb | March |
| Planning | SDP eval and new plan |  |  | SDP termly review |  |  |  | SDP termly review |  |  | SDP termly review |
| Middle Leaders | INSET | EXAMS | EXAMS | DATA analysis | EXAMS anayisis |  |  | DATA analysis |  |  | DATA analysis |
| Subject Teams | Discuss focused intervention |  |  |  | Discuss focused intervention |  |  |  | Discuss focused intervention |  |  |
| Line Management | As per line management standard agenda | | | | | | | | | | |



**Performance Management of teachers**

Performance Management has two principle purposes:

* To provide a framework for personal staff development and improvement
* To support driving forward and embedding service development priorities

Performance management is most impactful when it is regarded as a live, dynamic process as opposed to something which happens twice a year. Objectives for improvement need to become threaded into daily practice. For the process to have the greatest impact, Middle Leaders need to:

* Use team meetings as platforms for team members and colleagues to share their development work
* Use regular line management meetings as an opportunity to spot check and offer support and challenge on performance management objectives

It is very important that PM objectives are SMART, are specific and are pinned down to crystal clear success criteria. The judgement on whether a colleague has been successful in meeting an objective is grounded in achieving and meeting the success criteria. This is to ensure that there is a measurable outcome and impact. The focus for successful completion is therefore, not what actually is done, but the difference that taking action achieves and makes.

The key drive for colleagues is to improve their performance with the quality of education by shifting practice towards ‘highly effectice practice that is making a difference to provision and standards’.



**Support for colleagues causing concern with their performance**

Team Meetings and individual Line Management Meetings are key for supporting and challenging colleagues to implement the continuous improvement agenda across the service.

Colleagues requiring additional support and challenge cannot be left until a Performance Management review for concerns to be raised and managed. Middle Leaders and Heads of Centre need to be systematically identifying strengths and gaps in practice so that strengths can be shared and any gaps narrowed and improved on as rapidly as possible.

As a default service approach for additional support and challenge – where there are concerns being noted with a colleague with respect to personal performance with:

* Lesson planning
* Lesson delivery
* Behaviour management and pupil engagement
* Assessment, marking and feedback
* Meeting deadlines
* Etc, etc, etc

1. Line Management needs to be enhanced and become more regular – ideally fortnightly
2. Clear actions (no more than 3) with clear success criteria are established with the colleague that are reviewed fortnightly
3. Line Management Meetings and resulting actions / expectations need to be backed up and evidenced by a clear email following the meeting
4. After 2-3 months of this approach; if the line manager is NOT already a senior leader – the Middle Leader passes the additional support meetings over to a site-based senior leader and they carry out 1-3 above for a further period of time (Senior Leader alerts the Headteacher of concerns)
5. A clear mapped out Support Plan is put in place for a minimum of 3 months
6. The senior leader passes continued performance concerns to the Headteacher for discussion and advice

**Supporting colleagues who teach a subject they are not trained for**

Middle Leaders and Heads of Centre need to ensure that there is additional attention and support offered to colleagues who teach subject(s) outside of their formal degree or training. It is typical in alternative provision that colleagues will do this in order to provide a broad and balanced curriculum.

Effective line management needs to acknowledge the issues faced by colleagues teaching outside of their degree subjects and needs to address any additional support that is required.

As a bare minimum, such colleagues are entitled to:

* Being provided with support to prepare or being provided with high quality schemes of learning
* Being provided with a Peer Support Mentor who teaches the subject as their specialism somewhere in the service (or has more experience in the subject) – this PSM does not have to be a Middle Leader and Peer Support might be the occasional informal meeting regular email exchanges of ideas and requests for support. It could also be informal Peer Observation and feedback
* Access where relevant to any free locally provided training from other schools, the LA or Hounslow Education Partnership
* Having their Schemes of Learning, planning, assessment, marking and feedback regularly informally reviewed as a support mechanism to offer guidance and advice

If additional support is required above this, the Head of Centre and Middle Leader could liaise to try to secure a contact of a subject specialist from a mainstream school locally.



**Supporting NQTs and Early Career Teachers**

Heads of Centre and Assistant Headteachers will be the formal mentors for NQTs and Early Career Teachers. This formal mentoring role is not the same as Line Management.

Middle Leaders play an essential role in providing support and advice to NQT and EC colleagues within their subject area and additional attention and care needs to be on offer. WPES has developed a robust, consistent procedure for supporting and challenging NQT and EC colleagues and this guidance needs to be referred to by Middle Leaders so that they are fully aware of the role of the mentor and the regulalrity of meetings, observations, etc.

Middle Leaders can offer support and guidance to NQT and EC colleagues by:

* Supporting with planning, assessment, marking and feedback
* Sharing effective practice
* Enabling informal peer observation
* Pairing up staff for informal advice and guidance
* Signposting to colleagues, training or online support
* Enabling opportunities to provide evidence of meeting teacher standards
* Checking over paperwork prior to meetings or observations

NQTs are currently entitled to an additional 10% PPA time and from September 2021, new EC teachers are entiled to an additional 5% PPA time.



**Liaising with Heads of Centre on improvement priorities**

Middle Leaders need to liaise and work closely with Heads of Centre on improvement priorities relating to the quality of education as Heads of Centre are accountable for the quality of provision and standards at their site. As a result, it is important for Heads of Centre that they work continuously to:

* Identify, celebrate and share effective practice across different subjects within the same centre
* Iron out inconsistencies and improve practice across different subjects in the same centre
* Iron out inconsistencies and improve practice within the same subject in the same centre

Working together on subject-specific areas for improvement is crucial to:

* Avoid duplication of work
* Avoid an inconsistent approach or message from different leaders
* Offer colleagues the best, co-ordinated support and development

On some occasions, it could be more efficient and appropriate for a Head of Centre to manage an area for improvement, especially if it is relating to a site-specific concern. This is likely to lead to more rapid improvement due to the ability to have intensive and daily oversight.

Heads of Centre also need to regularly informally monitor the quality of provision on their sites – this means that they will need to:

* Look at SOL to see how they are developing
* Look at pupil books and work
* Conduct pupil voice

**The Subject Development Plan and Evaluation**

The SDP is a key document and process for Middle Leaders. Annually, the format is being refined with the aims of:

* Making it more workload friendly
* Making it more targeted on the most important priorities
* Making it simple to complete and monitor
* Making it simple to review and sign off at the end of the process

The format for April 2021 – March 2022 is an appendix with this guide and it is now designed to be more streamlined so that it is one single document that outlines priorities, the actions to be taken, the desired impact and built-in monitoring and evaluation so that it is a live, dynamic process as opposed to evaluation being regarded as a separate, discreet document and process.

Key elements that need noting with regards to a highly effective SDP:

* It is brief and targeted on the key priorities
* It is SMART
* Improvements are grounded in data outputs where possible so that impact is measurable
* Actions and objectives are SMART, crisp with clear, measurable success criteria
* Impact statements are evaluative and trace back to success criteria
* They do not take hours to complete and evaluate
* They can be incorporated into regular team meetings so that they are live, dynamic documents
* Action planning and evaluation are messed together in a streamlined process



**Lesson observations 2020-22**

|  |  |  |
| --- | --- | --- |
| Summer 2021 | January 2022 | Autumn 2022 |
| 7th June – 18th June | TBC | TBC |

Lesson observations primarily serve the purpose of Performance Management.

***It is important that observations and deep dives are developmental, do not overburden staff and cause unnecessary stress and additional workload.***

Over 2020 – 22 lesson observations will be conducted on individual sites, led by Middle Leaders and Senior Leaders. Senior Leaders from other sites and the Head of Service will attend different sites to moderate.

The key priority for an individual Teacher is to show that improvements have been made in clearly identified areas from the Autumn 2020 and subsequent observations.

As well as generating general information on the Quality of Education across the service, within centres and subject areas, for Summer 2021, the observation will also focus on some key strategic agenda which are follow-ups from Deep Dives conducted during 2019-20:

**Key strategic foci for Summer 2021 observations:**

|  |
| --- |
| * SOL development (focus on curriculum map and subject SOL for all year groups) are these improved and in line with service expectations? * PE / English / Science (at KS4) * PP boys (with EHCPs) * Presentation of pupil work * Lists of key words for all learners * **Challenge and expectations – is the work challenging, do pupils report that they are challenged?** * **Raising challenge and expectations through literacy – are expectations on reading, writing being followed by staff?** * **Management of pupil communication barriers – are staff using strategies to support the giving of instructions and the management of transitions?** * KS4 Year 10 (is there progress since KS3?) * KS3 Year 7 (is there progress since primary?) * Are pupils catching up? * Have pupils who have been in full time on track? |

**Additional centre-specific foci for Summer 2021 observations:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Bridge | KS3 | KS4 | CATE | 6th Form | Hospital School |
| How has centre supported the recovery from covid?  Are issues raised in Autumn 2021 with marking and feedback now addressed? | How has centre supported the recovery from covid?  Have Year 7s made appropriate progress, particularly in reading and writing?  CT SOL  Maths SOL  English SOL  PE SOL  Waste of lesson time in PE  Amount of work being completed in English  Differentiation of CT worksheets  Is there work underway to ensure ALL curriculum areas are robustly planned? | How has centre supported the recovery from covid?  What is outlook for 2021 NEETS and exam outcomes?  Have Year 10s made appropriate progress?  English SOL  MATHS SOL  PE SOL  CT SOL and overview  Amount of work being completed in English  No more use of departmental baselines  Is there work underway to ensure ALL curriculum areas are robustly planned? | How has centre supported the recovery from covid?  What is outlook for 2021 NEETS and exam outcomes?  English SOL  Science SOL  PE SOL  No more use of departmental baselines. | How has centre supported the recovery from covid?  Are all Y12s on track to achieve a qual in Maths & Eng?  What is basis of selection of pathway for 6th form? Are all students being challenged? | How has hospital school adapted education to new c-19 environment? |

**Key strategic foci for Deep Dives from Autumn 2021- Summer 22:**

**(subject to amendment following observations)**

As well as following-up and drilling down into strengths and areas for development in specific subject areas, the following are likely to be the focus of Deep Dives to ensure that improvements from 2019-20 have been embedded:

|  |
| --- |
| * Progress over time – are selected pupils making progress from their starting points? * Any areas for development identified in Autumn obs * SOL development (focus on curriculum map and subject SOL for all year groups) are these improved? * PE / English / Science (KS4) * PP boys (with EHCPs) * Is updated Marking Policy being enacted? * Presentation of pupil work (linked to challenge) * Challenge and expectations generally in line with service expectations (poster) – now focus on oracy, reading and writing – is there strong evidence of challenge in these key skill areas? * **Management of pupil communication barriers – are staff using strategies to support the giving of instructions and the management of transitions?** * Do pupils report that they are being challenged? * KS4 Year 11 (are they on track and making expected progress from KS3 starting points) * KS3 Year 8 (are they on track and making expected progress from primary starting points) |

**Lesson observation and Deep Dive procedures 2021-22**

Lesson Observations and Deep Dives will be overseen by MS – Service Strategic Lead for development of Quality of Education.

Observations will be conducted on individual sites by Middle Leaders and Senior Staff, moderated by service SLT and the Head of Service. Middle Leaders supported by on site senior staff will devise the observation schedule and give a teacher 2 days notice of the day but not the lesson or group.

Deep Dives will be conducted by a Head of Centre, external to the centre having the Deep Dive who will establish the schedule and confirm the foci beforehand with MS. The Head of Service and MS will attend Deep Dives to support.

In order to support all service staff in coming to holistic judgements on where effective practice exists and where practice needs development, the following process will apply to lesson observation schedules or learning walk processes.

The following activities are to take place within the same time period:

* Observation of teaching and learning during delivered sessions (for lesson observations – personal feedback will be given, but no Ofsted judgements; for learning walks – no personal feedback will be given and no Ofsted judgments)
* Look at Scheme of Work – **provided by the teacher** (this will support the judgment on how effective the curriculum is sequenced and planned to engage pupils and support them in making progress)
* Look at pupil’s work during the observed session and just after (this will support making a judgment on pupil progress, challenge, differentiation, presentation, marking & feedback)
* Discussion with pupils during observed session and just after (this will support making a judgment on pupil progress, challenge, differentiation, presentation, feedback and behaviour over time)
* Look at latest performance data **(provided by teacher)** on class to see who is on track (this will support making a judgment on pupil progress, challenge, differentiation)
* Look at PP, EHCP, LAC pupils and the progress they are making **(list provided by teacher)**

**Lesson Observations Procedures**

* Middle Leaders will devise the programme of observations together, enlisting Senior Leader involvement and some peer support if practical and possible.
* Autumn Observations should be paired observations but Summer observations just require moderation and around 30% paired observation with Senior Leaders.
* Notification for both Autumn and Summer Observations is provided to a Teacher at least 2 working days before the observation, but the specific lesson is not given; just the date/day.
* Teachers are not required to provide a detailed lesson plan.
* Teachers are required to provide: A list of student latest data, showing targets and any groups pupils are in (EHCP, PP, LAC); the Scheme of Work with the current lesson highlighted and the scheme of work for the previous programme / term / half-term
* Observers should only stay in a session for around 20 minutes; however – in order to look over documentation and have a thorough look at books and talk to pupils; observers will need to put aside at least 45 minutes for each observation session

**During the lesson observation:**

Observers should:

* Take into account any recommendations and areas for improvement from the previous lesson observations? Is any identified practice for development improved? **Make sure this is noted.**
* Look at the Scheme of Learning to gage where pupils are
* Look over latest data and pupil groupings and steer attention towards PP, EHCP, LAC – are they supported? Are they stretched? Are they making good progress from their starting points)
* Look through a sample of pupils books (removing some at the end of the session if needed)
* Ask pupils questions about what they can do and what they can remember from previous lessons (go back at least ½ term and ask questions about previous learning)
* Find the best fit on the Quality of Education Tracker for the key statements on practice.
* Consider whether delivery matches the planned curriculum goals and intentions on the Scheme of Work

**After the lesson observation:**

* Remove some books to continue look for evidence of impact of teaching and progress over time: is marking and feedback in line with policy and effective? Are pupils responding to feedback? Is presentation of work at a good standard? Are pupils being challenged?
* Continue to talk to a couple of pupils – do they enjoy the lessons? Ask further questions about prior learning – can they still remember from ½ term ago? What is behaviour usually like in the lessons?
* Discuss any peer observer and come to best fit on what is effective practice and what practice is in need of some development.
* Decide who is feeding back to the Teacher and arrange this, making sure that a copy of the tracker sheet is provided in paper format and by email within 48 hours of the observation taking place.

**‘Deep Dive’ Approach**

* Learning Walks will focus solely on monitoring areas for development from previous observations.
* It is possible that only certain subjects across the service will be selected.
* No commentary on individual lessons will be provided; just commentary on specific subjects across the service and global feedback on centres.
* Any personal performance issues will be alerted to line managers.

**Deep Dives Procedures from January 2021**

1. Look at previous lesson visit outcomes on tracker
2. Meeting with Middle Leader / Head of Centre / teaching staff and look at Schemes of Learning to support judgements on quality of education (INTENT, IMPLEMENTATION, IMPACT)

* Check that National Curriculum is being delivered
* Ask for explanation of curriculum across service and why is it structured the way it is
* Choose a topic / sequence of lessons and ask why it is planned for that specific period / half-term
* Choose a SOW and ask what the outcomes are for all and what is the next steps
* Ask general questions on curriculum intent, implementation and impact from appendix

1. Visit to lessons to see if planned curriculum is being delivered (no more than 10 mins in each class)

* Ask teacher to show where lesson is on SOW
* Ask teacher how curriculum is being adapted for SEND / PP

1. Discussion with PP / SEND students, with their books / portfolios – check if planned curriculum is being taught and adapted

* Check back in books to see if SOW is being followed
* Explore with students how they are being supported / challenged
* Can they answer questions on previous work
* Can they showcase how feedback has supported their learning improve

1. Tracker completed for subject area with brief report on strengths, areas for improvement – passed to Middle Leader and Line Manager for action and monitoring

**DRAFT Schedule for DEEP DIVES**

Subject Lead notified by midday of day before.

* All SOW for subject across service provided to MC that afternoon.
* Appointment made with Subject Lead / Head of Centre
* Timetable for day provided with list of students required and their books

All sessions are interchangeable:

8.30 – Discussion with Subject Leads / Head of Centre

9.15 – Lesson Visits A

10.15 – Student Voice with books

11.15 – Lesson visits B

12.00 – Student Voice with books

12.30 – Tracker completed and report drafted

1.30 – End of DEEP DIVE

**Reporting back on Quality of Education:**

Middle Leaders will report back on Lesson Observation Schedules and Senior Leaders will report back on Deep Dives. All reports need to be sent to MS, the Deputy Headteacher with responsibility for Quality of Education.

* Following Lesson Observations - Middle Leaders will provide a simple report on strengths and areas for development within their subject area(s) and actions to be undertaken over a specified period of time to improve any practice that is in need of development
* The Deputy Headteacher with responsibility for Quality of Education will produce a service report for ELT and Governors which will include service strengths and areas for development and actions / CPD to be undertaken over a specified time period and how the impact of such actions will be judged (learning walks – next lesson obs, etc)

**The Middle Leader / HOC Curriculum Meeting – Deep Dives / Lesson Obs**

Good practice is to conduct a meeting focused on curriculum planning and the quality of education as part of lesson observations and deep dives.

These meetings with individual Middle Leaders are to:

* Provide a professional dialogue on the quality of education and the development of the subject curriculum
* Provide professional training in relation to national requirements and agenda with respect to developing strong leadership of the curriculum
* Ensure that the Middle Leader has the opportunity to provide the context of their team, the current situation with their subject(s) and offer their professional judgement on key aspects of the subject curriculum
* Triangulate that the judgement of leaders matches what is happening on the ground

The meeting will be based on a selection of curriculum-focused questions which can be found as an appendix with this guide.

The questions are designed to:

* Hear how ambitious leaders are for all children and young people
* Hear about the leaders vision for the curriculum / subject
* Hear professional judgement on the quality of intent, implementation and impact
* Hear about perceived strengths and areas for development so these can be looked into within pupil work, pupil voice, in documents and in lessons

It is advisable that colleagues at least look over the questions regularly and be clear on some key elements:

* The vision for the subject
* Why the content is sequenced the way it is
* Why have the qualifications been chosen?
* What are the strengths and areas for development?

**APPENDIX – Quality of Education Criteria for WPES**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Aspect of quality of education** | **Links to Teacher Standards and Early Career Framework** | **Practice is embedded and highly impactful** | **Practice is having a positive impact on provision and standards** | **Practice is still developing** | **Practice is in its early stages of development** |
| **Curriculum intent – curriculum map / overview** | 1(a)  2(b)  2(d)  3(a)  3(c)  3(b)  4(e)  5(d) | Middle Leaders / Senior Leaders have developed a strong INTENT and show a firm understanding of this INTENT and what it means for practice. The curriculum is ambitious and designed to give all pupils (including PP, FSM and SEND) the knowledge and cultural capital they need to succeed in life, develop fluency and independence. The requirements of the National Curriculum are taken into account or a programme with similar breadth and ambition. | Not all key areas of a highly effective curriculum are 100% secure but most are. | The vast majority of areas of a highly effective curriculum are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.  **I key area is underdeveloped: cultural capital, assessment,**  **There is insufficient information on the key topics, skills and knowledge to be covered.**  **There is no reference to the National Curriculum (if a NC subject)** | The areas of development outweigh the strong areas.  **1 key area is missing: cultural capital, assessment.** |
| **Curriculum Intent – Schemes of Work** | 1(a)  2(b)  2(d)  3(a)  3(c)  3(b)  4(e)  5(d) | Schemes of Work are carefully designed to match the interests and needs of all learners, enabling support, challenge, open-endedness, creativity, the development of literacy, reading, numeracy and vocabulary enrichment. SOW develop conceptual understanding and sequence knowledge and skills so that pupils can progress to the next stage and can recall knowledge and skills long-term. **Learning gains / objectives are clearly articulated for every lesson / week with brief guidance on the learning activities.** | Not all key areas of a highly effective SOW are 100% secure but most are.  **Learning gains / objectives are clearly articulated for every lesson / week with brief guidance on the learning activities.** | The vast majority of areas of a highly effective SOW are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.  Key skill areas and agenda are not sufficiently identified in the SOL **(literacy, reading, independence, resilience, speaking, SMSC)**  **There is a noticeable lack of detail on 1 key agenda: work related learning, cultural capital, prerequisites, common misconceptions** | The vast majority of areas of a highly effective SOW are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.  **Key skill areas and agenda are not identified in the SOL (literacy, reading, independence, resilience, speaking, SMSC)**  **There is a noticeable lack of detail on more than 1 key agenda: work related learning, cultural capital, prerequisites, common misconceptions** |
| **Curriculum intent – Schemes of Work – SMSC and Personal Development** | 2(e)  5(b)  5(c) | SOW are well conceived to take into account SMSC and personal development, character, resilience, independence and team work. | Not all key areas of a highly effective SOW are 100% secure but most are. | The vast majority of areas of a highly effective SOW are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area. | The areas of development outweigh the strong areas.  **SMSC is not identified at all in the SOL.** |
| **Curriculum intent – lesson planning** | 1(a)  2(b)  2(d)  3(a)  3(c)  3(b)  4(a)  4(e)  4(d)  5(d) | Learning is sequenced effectively over the session, designed to capture all learner’s interests, support and challenge. Questioning is bespoke and well-planned, coupled with open-ended learning which challenges all pupils to make strong progress. Homework is planned appropriately and where relevant. Prior learning is recalled and applied to new situations.  **Learning gains / objectives are clearly articulated for every lesson / week with brief guidance on the learning activities.** | Not all key areas of highly effective planning are 100% secure but most are.  **Learning gains / objectives are clearly articulated for every lesson / week with brief guidance on the learning activities.** | The vast majority of areas of highly effective planning are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.  **Learning gains / objectives are not clear enough AND / OR there is not enough guidance on sequencing of activities.** | The areas of development outweigh the strong areas.  **There are no learning gains / objectives expressed and the focus is on the completion of tasks.** |
| **Quality of Education – implementation – subject knowledge** | 2(d)  4(a)  5(a)  5(b)  5(c)  5(d) | The work given to pupils over time consistently matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Teachers have strong subject knowledge of the courses they teach. | Not all key areas are 100% secure but most are. | The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area. | The areas of development outweigh the strong areas.  **There is a lack of coherence and / or gaps in the knowledge, skills and information being planned for delivery.** |
| **Implementation – Presentation** | 1(b)  1(c)  2(b)  2(d)  4(a)  5(a)  5(b)  5(c)  5(d | Teachers present subject matter clearly, promoting appropriate discussion which has an open-ended aspect to challenge all learners to think creatively and to apply prior knowledge and skills.  **Clear, ambitious learning gains / objectives are shared.**  **Delivery is appropriately paced and has regard for the learning and communication needs of pupils.**  **Instructions are well paced, with pupils learning and communication needs in mind.**  **Transitions are well managed and timed for pupils, taking their learning, communication and emotional needs into account.** | Not all key areas are 100% secure but most are.  **Clear, ambitious learning gains / objectives are shared.**  **Delivery is appropriately paced and has regard for the learning and communication needs of pupils.**  **Instructions are well paced, with pupils learning and communication needs in mind.**  **Transitions are well managed and timed for pupils, taking their learning, communication and emotional needs into account.** | The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.  **Learning gains / objectives are not clear enough.**  **There is too much teacher / adult talk and not enough ‘focused’ learning that activates memory or engagement.**  **There is not enough thinking time given in between questions / comments.** | The areas of development outweigh the strong areas.  **Learning gains / objectives are not presented and / or are incoherent / not matched to the intent.**  **There is very little room for pupil thinking or follow-up.**  **Instructions and / or transitions are muddled and / or do not take pupil needs into account.** |
| **Implementation – Checking pupils’ understanding and feedback** | 1(a)  1(b)  2(a)  2(b)  2(c)  2(d)  2(e)  4(b)  4(d)  5(a)  6(b)  6(d) | Teachers check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback.  **Pupils are always given time to think before responding.** | Not all key areas are 100% secure but most are.  **Pupils are always given time to think before responding.** | The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area. | The areas of development outweigh the strong areas. |
| **Implementation – Questioning and Differentiation** | 1(a)  1(b)  2(a)  2(b)  2(c)  2(d)  2(e)  4(b)  4(d)  5(a)  6(b)  6(d) | Through effective questioning and sequenced learning, teachers respond to pupils’ different levels of understanding, adapting teaching as necessary without unnecessarily elaborate or individualised approaches.  **Pupils are always given thinking time and strategies are used to drill down and encourage deep thinking.** | Not all key areas are 100% secure but most are.  **Pupils are always given thinking time and strategies are used to drill down and encourage deep thinking.** | The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.  **Pupils are not always given thinking time and strategies are used to drill down and encourage deep thinking.**  **Work is not always as accessible as it should be to all pupils and / or is too easy.** | The areas of development outweigh the strong areas.  **Delivery feels rushed with little regard for thinking time or deeper thinking.**  **Adults give too many prompts or jump in with answers too quickly,**  **There is very little regard for the different abilities, reading ages within the group.** |
| **Implementation – Teacher and other adult support for learning and progress** | 1(a)  1(b)  2(a)  2(b)  2(c)  2(d)  2(e)  4(b)  4(d)  5(a)  6(b)  6(d) | Teachers and other adults circulate around the classroom, engaging pupils in work-related discussion, supporting learning and providing instant feedback. | Not all key areas are 100% secure but most are. | The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area  Teachers AND / OR other adults are not as engaged as they could be with learning and do not circulate around the classroom as often as they should. | The areas of development outweigh the strong areas.  Teachers site behind their desk for most of the lesson AND / OR other adults are not effective in engaging pupils in their learning for a sufficient time for progress to take place. |
| **Implementation – challenge and thinking skills** | 1(b)  2(a)  2(b)  2(c)  2(e)  3(c)  4(a)  4(b)  5(b)  5(d)  6(a)  6(b)  6(d) | The work given to pupils is demanding and matches the aims of the course and SOW. It is coherently planned and sequenced towards cumulatively sufficient knowledge. All pupils are stretched to think creatively and to solve problems.  Staff challenge all pupils to produce well-presented, high-quality work.  **Opportunities are seized to encourage discussion, questioning and deep thinking on a concept or idea.** | Not all key areas are 100% secure but most are.  **Opportunities are seized to encourage discussion, questioning and deep thinking on a concept or idea.** | The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area. | The areas of development outweigh the strong areas.  **There are no attempts to engage pupils in discussion, questioning is shallow and therefore so is thinking.** |
| **Implementation –long term memory** | 1(b)  6(a)  6(b)  6(c)  6(d) | Teaching is designed to help pupils remember long term the content they have been taught and to integrate new knowledge into larger ideas.  **There are regular opportunities for recap and recall.** | Not all key areas are 100% secure but most are.  **There are regular opportunities for recap and recall.** | The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area. | The areas of development outweigh the strong areas.  **There is very little evidence of encouraging recall.** |
| **Implementation – assessment of learning** | 1(a)  1(b)  2(c)  2(d)  2(e)  5(a)  5(b)  5(d)  6(a)  6(b)  6(d) | Assessment is ongoing and well-designed to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.  Summative assessment is not intrusive and does not place unnecessary burdens on pupils or staff.  **Pupils are involved in their learning, know where they are in their learning and how to find out how to improve.** | Not all key areas are 100% secure but most are.  **Pupils are involved in their learning, know where they are in their learning and how to find out how to improve.** | The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area. | The areas of development outweigh the strong areas.  **Pupils are passive and are not involved sufficiently in their learning – there is very little evidence of peer / self –assessment. Pupils do not know where they are, why they are learning what they are learning and / or how to improve.** |
| **Implementation – environment for learning** | 8(c) | Teachers create an environment that allows pupils to focus on learning. Teaching materials reflect the teacher’s ambitious intentions for the course and support a coherently planned curriculum.  **Resources are well-matched to the intended outcomes and to pupils needs, with stretch and challenge.**  **Additional adults are deployed with impact on progress and learning.** | Not all key areas are 100% secure but most are.  **Resources are well-matched to the intended outcomes and to pupils needs, with stretch and challenge.**  **Additional adults are deployed with impact on progress and learning.** | The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.  **Additional adults are not deployed with impact on progress and learning.** | The areas of development outweigh the strong areas.  **The environment does not enable sufficient learning to take place and / or resources are not well matched to intended outcomes. There is a lack of pace and challenge.** |
| **Implementation – Behaviour & Attitudes** | 1(b)  1(c)  2(e)  7(a)  7(b)  7(c)  7(d)  Part 2 (a)  Part 2 (b)  Part 2 (c) | The classroom is an appropriately calm environment.  Clear routines and expectations are embedded.  Policy is being followed appropriately.  Children are treated with dignity and respect and fairly.  The environment feels safe. | Not all key areas are 100% secure but most are. | The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area. | The areas of development outweigh the strong areas  **There is a significant Health & Safety issue which is not adequately managed or followed-up.** |
| **Implementation – phonics (EYFS-KS2)** | 3(d)  4(b)  3(c) | There is a sharp focus on ensuring that children gain phonics knowledge and language comprehension necessary to read and the skills to communicate which gives them the foundations for future learning. | Not all key areas are 100% secure but most are. | The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area. | The areas of development outweigh the strong areas |
| **Implementation – reading, literacy & numeracy skills and vocabulary enrichment** | 1(b)  2(a)  2(b)  2(d)  3(d)  3(e)  4(b)  3(c) | Reading is prioritised where relevant to allow pupils to develop the skills to access the full curriculum.  There is strong evidence of literacy skills being developed well over time.  There is a sharp focus on enriching and extending subject-based vocabulary and wider vocabulary. **There are word lists for every topic, for every pupil.**  Staff are very good role models for language and communication  Relevant numeracy and numerical reasoning skills are being prioritised.  **Access to reading / writing is well-scaffolded with regard to purpose, audience and the identification of word types and language devices.** | Not all key areas are 100% secure but most are.  **There are word lists for every topic, for every pupil.**  **Access to reading / writing is well-scaffolded with regard to purpose, audience and the identification of word types and language devices.** | The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area. | The areas of development outweigh the strong areas  **There are no word lists evidenced.**  **Access to reading / writing is not well- supported.** |
| **Implementation – quality of marking and written feedback.** | 1(b)  5(b)  5(d)  6(a)  6(b)  6(c)  6(d) | Marking is in line with agreed policy:  (LIST KEY ELEMENTS OF POLICY).  Marking and feedback is highly  effective in enabling all pupils to make strong progress. | Not all key areas are 100% secure but most are. | The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area. | The areas of development outweigh the strong areas |
| **Quality of Education – IMPACT – knowledge and skills** | 2(a)  2(b)  2(c)  2(d)  2(e)  6(c) | Pupils are developing detailed knowledge and skills and as a result are achieving well from their starting point.  Nearly all pupils are on track to meet expectations and / or to achieve appropriate outcomes in qualifications.  **When asked, pupils can recall prior knowledge in depth and can answer deep questions and explain.**  **Books / folders show strong (contextualised) progress and development over time (including complexity of reading and writing)** | Not all key areas are 100% secure but most are.  **When asked, pupils can recall prior knowledge in depth and can answer deep questions and explain.**  **Books / folders show strong (contextualised) progress and development over time (including complexity of reading and writing)** | The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.  **When asked, pupils recall of prior knowledge is not deep enough.**  **Books show that not enough pupils are making sufficient progress over time.** | The areas of development outweigh the strong areas  **Not enough pupils are recalling sufficient knowledge over time.**  **Books show that very little, if any progress is being made over time and / or reading and writing are not being developed.** |
| **IMPACT – SEND and disadvantaged learners** | 2(a)  2(b)  2(c)  2(d)  2(e)  5(a)  5(b)  5(c)  5(d)  6(c) | SEND, PP and FSM learners are achieving well from their starting points and / or are on track to meet expectations and / or achieve appropriate outcomes in qualifications.  **When asked, pupils can recall prior knowledge in depth and can answer deep questions and explain.**  **Books / folders show strong (contextualised) progress and development over time (including complexity of reading and writing)** | Not all key areas are 100% secure but most are.  **When asked, pupils can recall prior knowledge in depth and can answer deep questions and explain.**  **Books / folders show strong (contextualised) progress and development over time (including complexity of reading and writing)** | The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.  **When asked, pupils recall of prior knowledge is not deep enough.**  **Books show that not enough pupils are making sufficient progress over time.** | The areas of development outweigh the strong areas.  **Not enough pupils are recalling sufficient knowledge over time.**  **Books show that very little, if any progress is being made over time and / or reading and writing are not being developed.** |
| **IMPACT – quality of pupils’ work** | 1(a)  1(b)  2(a)  2(b)  2(c)  2(d)  2(e) | Pupils work is well presented and indicates challenge and creativity in learning and thinking.  Work output and quality indicates strong progress from starting points.  **Books / folders show strong (contextualised) progress and development over time (including complexity of reading and writing)** | Not all key areas are 100% secure but most are.  **Books / folders show strong (contextualised) progress and development over time (including complexity of reading and writing)** | The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.  **Books show that not enough pupils are making sufficient progress over time.** | The areas of development outweigh the strong areas.  **Books show that very little, if any progress is being made over time and / or reading and writing are not being developed.** |
| **IMPACT – pupil response to marking and feedback** | 1(b)  2(a)  2(e) | Pupils’ respond well in the session and in their books to teacher feedback, acting on it appropriately and they are therefore making very strong progress and achieving well from their starting point. | Not all key areas are 100% secure but most are. | The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area. | The areas of development outweigh the strong areas |
| **IMPACT – long-term memory** | 2(a)  2(b)  2(c)  2(d)  2(e)  5(a)  5(b)  5(c)  5(d)  6(c) | Pupils are recalling prior knowledge well in the session and in their books, applying it in new situations and indicating long-term memory retention.  When questioned about previous work, pupils can answer questions and recall knowledge, and apply skills. | Not all key areas are 100% secure but most are.  When questioned about previous work, pupils can answer questions and recall knowledge, and apply skills. | The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.  **When asked, pupils recall of prior knowledge is not deep enough.** | The areas of development outweigh the strong areas.  **Not enough pupils are recalling sufficient knowledge over time.** |
| **IMPACT – reading, literacy, numeracy and vocabulary enrichment** | 2(a)  2(b)  2(c)  2(d)  2(e)  3(c)  3(d)  5(a)  5(b)  5(c)  5(d)  6(c) | Pupils can read confidently within their context.  Work output and books show that pupils literacy, numeracy skills are developing very well.  Pupils are using key subject vocabulary fluently and when asked can explain terms and / or guess.  **Books indicate that the complexity of reading and writing is increasing over time.** | Not all key areas are 100% secure but most are.  **Books indicate that the complexity of reading and writing is increasing over time.** | The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.  **Reading and writing is not developing at the pace they should be.**  **There is not always the expected awareness of key subject vocabulary.** | The areas of development outweigh the strong areas.  **There is very little development or progress in reading and writing.**  **There is no awareness of key subject vocabulary.** |
| **IMPACT – behaviour and attitudes** | 1(b)  1(c)  2(e)  7(a)  7(b)  7(c)  7(d)  Part 2 (a)  Part 2 (b)  Part 2 (c) | All pupils are behaving well within their context and are engaged in their learning for sufficient periods of time to enable progress.  When asked, pupils report that they enjoy sessions and that behaviour is good most of the time. They report that learning is taking place over time.  Relationships are very strong between pupils and staff | Not all key areas are 100% secure but most are. | The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area.  **Not enough pupils are engaging in sufficient learning for progress to take place.** | The areas of development outweigh the strong areas.  **Hardly any pupils are engaging in sufficient learning for progress to take place.** |
| **IMPACT – SMSC and personal development** | 1(c)  2(e)  5(c)  5(d)  Part 2 (a)  Part 2 (b)  Part 2 (c) | Pupils report feeling safe and cared for.  Pupils are showing resilience when challenged, independence when required and are willing to go beyond in their learning. They are well-motivated. | Not all key areas are 100% secure but most are. | The vast majority of areas are in place AND / OR some areas lack depth, there is a lack of challenge or development of a key area. | The areas of development outweigh the strong areas. |