

Centre		Teacher	Date				
Observer		Subject	Age Range				
Quality of Education - Prompt Sheet							
Aspect of quality of education	Prompt Questions	Practice is embedded and highly impactful (1)	Practice is having a positive impact on provision and standards (2)	Practice is still developing (3)	Practice is in its early stages of development (4)	Best Fit (1-4)	Additional Comments
CURRICULUM INTENT	Curriculum map / overview	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.	The areas of development outweigh the strong areas.		
	Schemes of Work (SOW)	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.	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.			
	Schemes of Work (SOW) – SMSC and Personal Development	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.		
	Lesson planning	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.	Not all key areas of highly effective planning are 100% secure but most are.	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.	The areas of development outweigh the strong areas.		
	Subject knowledge	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.		
QUALITY OF EDUCATION - IMPLEMENTATION	Presentation	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.	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.		
	Checking pupils' understanding and feedback	Teachers check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct 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.	The areas of development outweigh the strong areas.		
	Questioning and Differentiation	Through effective questioning and sequenced learning, teachers respond to pupils' different levels of understanding, adapting teaching as necessary without unnecessarily elaborate or individualised approaches.	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.		

Centre		Teacher	Date				
Observer		Subject	Age Range				
Quality of Education - Prompt Sheet							
Aspect of quality of education	Prompt Questions	Practice is embedded and highly impactful (1)	Practice is having a positive impact on provision and standards (2)	Practice is still developing (3)	Practice is in its early stages of development (4)	Best Fit (1-4)	Additional Comments
QUALITY OF EDUCATION - IMPLEMENTATION	Challenge and thinking skills	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.	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.		
	Long term memory	Teaching is designed to help pupils remember long term the content they have been taught and to integrate new knowledge into larger ideas.	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.		
	Assessment of learning	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.	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.		
	Environment for learning	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.	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.		
	Behaviour & Attitudes	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.		
	Phonics (EYFS-KS2)	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		
	Reading, literacy & numeracy skills and vocabulary enrichment	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. Staff are very good role models for language and communication Relevant numeracy and numerical reasoning skills are being prioritised.	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		

Centre	Teacher	Date					
Observer	Subject	Age Range					
Quality of Education - Prompt Sheet							
Aspect of quality of education	Prompt Questions	Practice is embedded and highly impactful (1)	Practice is having a positive impact on provision and standards (2)	Practice is still developing (3)	Practice is in its early stages of development (4)	Best Fit (1-4)	Additional Comments
Quality of marking and written feedback.		<p>Marking is in line with agreed policy:</p> <ol style="list-style-type: none"> <li>1. Feedback is evident as either written or verbal</li> <li>2. Marking and feedback is linked to each student's learning objective, success criteria and targets.</li> <li>3. Feedback clearly identifies the 'small steps' required for student progress.</li> <li>4. A 'traffic light' mark or sticker is used to ensure students get a visual summary of their progress</li> <li>5. (WWW/EBI) comments are used to indicate strengths in the work and improvements</li> <li>6. Spelling and literacy errors are identified with evidence of them being corrected by the pupil</li> </ol> <p>Marking and feedback is highly effective in enabling all pupils to make strong</p>	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		

Centre	Teacher	Date					
Observer	Subject	Age Range					
Quality of Education - Prompt Sheet							
Aspect of quality of education	Prompt Questions	Practice is embedded and highly impactful (1)	Practice is having a positive impact on provision and standards (2)	Practice is still developing (3)	Practice is in its early stages of development (4)	Best Fit (1-4)	Additional Comments
Knowledge and skills		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.	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		
SEND and disadvantaged learners		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.	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 pupils' work		Pupils work is well presented and indicates challenge and creativity in learning and thinking. Work output and quality indicates strong progress from starting points.	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		
Pupil response to marking and feedback		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		
Long-term memory		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.	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		
Reading, literacy, numeracy and vocabulary enrichment		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.	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		
Behaviour and attitudes		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.	The areas of development outweigh the strong areas		
SMSC and personal development		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		

QUALITY of EDUCATION - IMPACT