**1: Subject leaders need to know – Landing Page**

**Subject leaders’ landing page: what do you know about your subject?**

Some of these questions will be answered during other aspects of the Deep Dive - Words in blue are reading specific questions

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| How is progression planned for in your subject?  How do you know your subject builds knowledge over time and the curriculum is well-sequenced? Why were the subjects/topics chosen to be taught?  *How do staff select the books they choose to read to pupils? How often do teachers read to children?*  *Are children able to access a wide range of genre? How have you planned this out?*  *How have you sequenced your phonics books? Does it match the ambitions of the NC?* |  |
| How do you know your curriculum is challenging?  Does the curriculum match the National Curriculum? Are the HPAP being challenged?  *How do you ensure that those parents who do not hear their children at home are listened to?* |  |
| How well do children achieve in your subject?  How do you know? What evidence have you got? Is assessment accurate? Does data tell you about achievement?  *Where should children be by the end of Christmas/Easter/Summer in your phonics programme?*  *How do you know which children are not on track with the pace of your current phonics programme? What support do you put into place to help these pupils catch up quickly?*  *What do you do to make sure new pupils catch up, if they are behind their peers?*  *What about pupils in KS2 with phonic gaps? How are you supporting them?*  *At this point in the term where would you expect pupils in year x to be by…. ?* |  |
| What is the profile of your subject in school?  Do children enjoy learning about your subject?  *Do your teachers read aloud to their pupils with confidence and enjoyment?*  *How do you ensure that children’s reading books help them practise the phonics/sounds that they have learnt?*  *How do you support parents with your love of reading?* |  |
| How do you support teachers who struggle to teach your subject?  What have you done to help train teachers and TAs, particularly with improving their subject knowledge?  *When was the last time your staff undertook phonic training? TAs? KS2 staff?*  *What additional training is given to staff who provide support the weakest reader?* |  |

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| **Teacher:** | | **Date:** |
| Class/year group | Subject: | |
| Current TISP targets: | | |
| What is the teacher doing? | What is the impact on children’s learning? | |

**2: lesson visits**

Questions to find out:

Is there any evidence of quality texts being used to develop the children’s knowledge? Can pupils read aloud with confidence and increasing accuracy? How are pupils supported when they are unsure or inaccurately decode a word? How does the learning environment support their language development? How does the aims and ambitions of then phonics programme relate to the National Curriculum?

Has the teacher pre-planned and identified any misconceptions? Are these being used in the lesson?

Are the activities appropriate for the subject being taught? Are lessons challenging and academically rigorous? Examples

Are the children able to know more and remember more? Can they tell you about learning from previous lessons?

Do teachers use good checking and assessment practices in the lesson? What worked? What didn’t work as well?

What aspects of practice to improve – see also Uplands Brilliant Teaching overview?

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| **Class:**  **3: Work Scrutiny** |  |
| **Is the level of challenge appropriate and does it match the planned curriculum?**  Include looking at specific groups of children, including: SEND/PP/G&T/LAP  Look at the work in books. Does it match the planned curriculum? Is work at the right level across the subject? Are the HPAP being challenged? |  |
| **Does the work in books match the 100%-sheet expectations and/or medium term plans?**  Look at each class’ 100% sheet. Does the work in the books demonstrate the same work and knowledge as the knowledge organisers and curriculum plans?  Do the reading/phonics books match the school’s ambitious programme? |  |
| **Is there sufficient breadth to the curriculum?**  Do books show that work matches the expectations in the planned curriculum and are different themes and topics well-covered?  Are there any gaps? If so, what aspects are not as well taught |  |
| **Does work show evidence of children practising and revising key knowledge and skills so that children know more and remember more?**  Is there evidence of recall and revising sessions? Follow this up with the children and ask them what they remember |  |
| **Are any of our key concepts covered and taught?**  Examples of: relationships, diversity, environment, changes, similarities and differences |  |
| **Has key vocabulary been planned and taught which links to the planned curriculum?**  Use 100% sheet and tier-2 vocab choices in work  Is VIPERS approach being used in reading lessons? |  |

**Summary:**

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| --- | --- |
| **Class teacher:**  **4: Teacher conversation** | |
| **Why did you choose to teach this lesson now?**  Where does it fit in the sequence? Where in your planned sequence does this lesson fit?  How do you ensure the content and sequence of your phonics programme supports pupils’ progress?  How do children increase their reading fluency?  What poetry are you planning to do this year?  How many sounds will your children be able to read at the end of each term? What books do you really want the children to know and learn? |  |
| **What have you done in the lesson today/this week to help develop children long term memory retention?**  Evidence of recall and revision  How often do children change their books?  How do parents listen to their children read these books and how are you educating parents to support their children? What do you do to support pupils who are not heard read at home? How do you support parents with hearing their child read? |  |
| **What have you done to instil a love of learning in this subject?**  How do you ensure that pupils select well-loved, familiar books to share or read at home?  Can your pupils talk about their favourite books with enthusiasm and understanding?  Tell me about a book you have enjoyed reading with pupils recently?  How do you ensure that that pupils hear a range of quality texts? |  |
| **What are your subject knowledge strengths in this subject?** |  |
| **What are your weaknesses in subject knowledge?**  What do you think the school should include in the SDP to make the teaching of reading even better? |  |
| **How did the lesson challenge the children?**  How did you challenge the HPAP in particular?  How do you ensure that pupils who struggle with reading can access other aspects of the curriculum? |  |
| **How did you support SEND/LPAP? How did you adapt the lesson so all children could access it?**  Evidence of pre-teaching/text support/vocab support |  |
| **What training have you had for this subject?**  What would you like to have?  How do your leaders ensure that your knowledge of teaching reading is kept up to date? |  |
| **Summary** |  |

Class \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**5: Pupil conferencing**

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| **CHALLENGE**  What have you been learning about? Can you show me a piece of work that really made you think?  Is the work challenging enough? Does the work match our planned curriculum? Is our curriculum challenging enough for all children? Does it match the work from the 100% sheets?  *Do you like reading? Tell me about your favourite book? Do you have books in school that you can take home?*  *How often are you heard read?*  *If you are stuck when you are reading, who helps you? How often do you change your book?* |  |
| **KNOW MORE, REMEMBER MORE**  Ask the children about what they know about previous learning. *Can they recall key prior knowledge that links to their current work?*  Ask questions to find out about their knowledge: *How did …? Why did …? How do you know that …?* |  |
| **LINKS TO OTTHER CONCEPTS AND SUBJECTS**  Can the children talk about relationships, changes, similarities and differences, diversity, environment as part of our threaded through concepts? |  |
| **CHILDREN’S VIEWS AND ATTITUDES**  What’s your best piece of work? Why was it your best?  What’s the best bit about this subject? Do you find out about it outside of school as well? |  |
| **HEARING CHILDREN READ**  *How well is the book the pupil is reading matched to the sounds that the pupil knows?*  *What is their understanding of the text that they have read?*  *What evidence is there in the pupils’ individual reading record about the frequency of reading? Does this match with the reading in the teachers systems?* |  |
| **SUMMARY:** |  |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_subject summary**

**6: Governor report and action plan**

**Strengths:**

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| --- | --- |
| Curriculum sequencing |  |
| Quality of teaching |  |
| Work scrutiny |  |
| Pupils feedback |  |
| Assessment and outcomes |  |
| Teachers’ feedback including subject knowledge |  |

**Weaknesses:**

|  |  |
| --- | --- |
| Curriculum sequencing |  |
| Quality of teaching |  |
| Work scrutiny |  |
| Pupils feedback |  |
| Assessment and outcomes |  |
| Teachers’ feedback including subject knowledge |  |

**Action plan for Improvement:**

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| Areas to develop | Actions to take | Dates and deadlines | Impact |
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