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| **1. Subject leaders landing page** **What you need to know** |
| **How has the school’s distinctive Christian vision underpinned the construction of your subject’s curriculum?****How has your school’s unique context underpinning your curriculum?**  |  |
| **How is progression planned for in your subject?*** How have you chosen the content and how does it meet the needs of your learners including SEND?
* How is the content sequenced to build on prior learning? ​
* How are units / schemes of work organised? Why?​
* How is your curriculum sequenced so that there is the opportunity to revisit learning so that pupils are able to transfer to long term memory?
* *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?*
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| **How do you know your curriculum is challenging?*** Does the curriculum match or exceed the breadth of the National Curriculum?
* Are the HPAP being challenged? How?
* How is pupils fluency developed?
* How are pupils encouraged to make links with their learning ?
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| **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?
* How do you ensure that vulnerable pupils especially those who are disadvantaged are supported to access learning?
* What does the monitoring of books tell you?
* *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…. ?*
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| **What is the profile of your subject in school?** * Do children enjoy learning about your subject? How do you know?
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| **How do you support teachers in teaching your subject?** * What have you done to help train teachers and TAs, particularly with improving their subject knowledge?
* Have staff completed a skills audit?
* What CPD has been undertaken by you or other members of staff?
* What is the impact of this training?
* *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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| **What is the expectation for SEND pupils in your subject?*** What support/scaffolding would we see in books/hear from SEND pupils in your subject?
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| **What does learning in EYFS look like in your subject?*** How does the curriculum in reception support children in Y1, Y2 into Y3, Y5 into Y6 etc?
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| **What is the quality of extended writing in your subject?** * Does it match whole school writing expectation?
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| **What are the key strengths in your subject and how do you know this?** |  |
| **What are the areas for development/next steps in your subject and how do you know this?** |  |
| **How does being part of the Trust enhance your subject knowledge and curriculum development?**  |  |

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| **2. Lesson visits** |
| **Teacher:** | **Date:** |
| Class / Year Group: | Subject: |
| What is the teacher doing? | What is the impact on the children’s learning? |

Questions to find out:

**Questions to consider …**

Reading - 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/ SSP milestone document?

How has the teacher planned the lesson to draw on previous knowledge?

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? How are SEND pupils enabled to access learning? Examples?

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

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

How is the school’s Christian vision enabling pupils to flourish in this lesson?

How are teachers using the schools’ agreed systems for behaviour to encourage positive learning behaviours throughout the session?

What aspects of practice to improve? This might relate to your own agreed systems i.e non-Negotiables etc.

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| **3. Work scrutiny** |
| **Class:** |
| **Can you see a clear sequence of teaching in the pupils’ books that matches the plans / expectations?**Lesson obs linked to learning outcomes? Evidence of practice and consolidation where appropriate to develop fluency? Evidence of using and applying? |  |
| **Is the level of challenge appropriate and does it match the planned curriculum?**Include looking at specific groups of children, including: SEND/PP/bottom 20% and more able Look at the work in books. Does it match the planned curriculum? Is work at the right level across the subject? Are the more able being challenged? Do they regularly complete the deepen it tasks? Are teachers providing scaffolds for the less able to access work? Writing frames etc  |  |
| **Does the work in books match the subject’s medium-term plans?**Look at class medium term plans. Does the work in the books demonstrate the plans aims and expectations?Does pupils work demonstrate their understanding of the taught curriculum to make links with previous learning?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 |  |
| **Housekeeping…**Are schools agreed systems for marking and feedback used? Expectations for Handwriting and presentation maintained?  |  |
| **Has key vocabulary been planned and taught which links to the planned curriculum?** Is Reading comprehension approach being used in reading lessons?  |  |

**Summary:**

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| **4. Teacher conversation** |
| **Class teacher:** |
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| **Why did you choose to teach this lesson now?** Where does this lesson sit in your planned teaching sequence? Fluency? Connectedness? 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?  |  |
| **How do you ensure that learning sticks in children’s long-term memory?**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?  |  |
| **How are you instilling 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?  |  |
| **How did the lesson challenge the children?** How did you challenge the HAP in particular?How do you ensure that vulnerable pupils are supported to succeed? How do you ensure that pupils who struggle with reading can access other aspects of the curriculum |  |
| **How did the lesson meet the needs of all children?** (fluid grouping and mastery) Assessment for learning strategies? 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. Scaffolds being wide and varied meeting individual needs. Linked back to IEPs as appropriate.  |  |
| **How do you use assessment information to identify pupils of all abilities who are falling behind in their learning and need help to catch up?** Use of SONAR assessment conversion grid |  |
| **How do you ensure that your catch-up interventions have impact?** Regular review, precision monitoring, formative assessment |  |
| **How does is your school’s distinctive Christian vision and values lived out in this curriculum subject?**  |  |
| **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** |  |

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| **5. Pupil conferencing** |
| **Class:** | **Subject:** |
| **CHALLENGE** What have you been learning about? Can you show me a piece of work that really made you think? Show me something in your maths book that you are particularly proud of learning and why?Is the work challenging enough? Does the work match your planned curriculum? Is our curriculum challenging enough for all children? *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**In the subject, do pupils have strong fluency, accuracy, connectedness, enabling them to do something, deeper learning (FACED)Are children fluent and accurate about previous learning. *Can they recall key prior knowledge?*Thinking back to last term, I see you learned Y. Tell me what you remember about Y. (Fluent and accurate?) How does the teacher help you remember important content? (Fluent and accurate?) What knowledge that you learned in previous lessons were you able to use in this lesson? (Connect to other areas of learning?) What did you do with the knowledge you learned? Did you create something of apply it to other learning? (enable to do something else?)Deep learning questions? – can you tell me a bit more about …? What else do you know about …? How can you apply it to …? (is it to a sufficient depth) |  |
| **Support and catch up** What happens if you, or other pupils need help to understand what they are learning or to catch up?  |  |
| **LINKS TO OTHER 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? |  |
| **Link to distinctive Christian vision?** How do you link your learning with your school vision and values?  |  |
| **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 teacher’s systems?*  |  |
| **SUMMARY:** |  |

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| **6: Governor report and action** |
| **XXXXX subject summary** |
| **Strengths:** |
| Curriculum sequencing  |  |
| Quality of teaching  |  |
| Work scrutiny |  |
| Pupils feedback |  |
| Assessment and outcomes |  |
| Teachers’ feedback including subject knowledge  |  |
| Impact of school’s distinctive vision on the curriculum  |  |

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| **Weaknesses:** |
| Curriculum sequencing  |  |
| Quality of teaching  |  |
| Work scrutiny |  |
| Pupils feedback |  |
| Assessment and outcomes |  |
| Teachers’ feedback including subject knowledge  |  |
| Impact of school’s distinctive vision on the curriculum  |  |

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| **Action plan for Improvement:** |
| Areas to develop | Actions to take | Dates and deadlines | Impact |
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