Copperfield Academy

Monitoring and Development Policy

Created: June 2023
Review: Annually

Monitoring Cycle at Copperfield Academy

All subjects are supported by the Copperfield Subject Handbook and Subject Leader Folder. All subject leaders will be able to present these to SLT, LGB and External Monitors when required.

Different roles at Copperfield Academy will undertake different forms of monitoring. See Appendixes 1,2,3 4 (Checklists)

Year Group Leader	What this looks like	Key Stage Leader	What this looks like	Subject Leader	What this looks like	Lead Practitioner/SENCo	What this looks like	Deputy Headteacher	What this looks like
Bi-Weekly standards of books (non-negotiables). To be completed as part of Phase Meetings. Weekly monitoring/ support of 4-sided approach during planning time.	Book looks, pupil voice, planning support using 5+1 Yr leader proforma	Weekly standards of books (non-negotiables) within phase. Monitoring of 4-sided approach in planning. Support for Year Group leader.	**Weekly** Book looks, pupil voice, learning walks using relevant perspective form.	Implementation of subject.	**Every two/ three weeks*** Book looks on relevant Subject perspective form, Coverage Checker, pupil voice, Deep Dives **(with LP, DHT, HT).**	Monitoring of Teaching & Learning (Adaptive Teaching, provision, and the Four-Sided Approach)	**Weekly** Book looks/learning walks, pupil voice on relevant Subject perspective form, Deep Dives.	Monitoring of curriculum implementation and standards. SLT support for subject leader (this involves supporting monitoring/deep dives by subject leaders).	**Weekly** Book looks/learning walks, pupil voice, on relevant Subject perspective form, Taking part in Deep Dives
SLT/Headteacher									
SLT will review the outcomes of the monitoring at an individual subject level and at the whole curriculum level, to ensure: - An effective, broad and balanced curriculum is being delivered - The curriculum is accessible to all (adaptive teaching) - Teaching is adaptive and ensures that all needs are met - The children are able to effectively recall and articulate their learning over the course of the year									

Curriculum Leader monitoring process

Weekly catch-up with SLT

The Key Stage Leaders (who have responsibility for Reading Writing and Maths) will be given one morning/afternoon session a week to oversee the development of their curriculum and phase. Part of this responsibility is to have weekly drop-ins with either the Headteacher or Deputy Headteacher. The drop-ins are in place to act as a supportive and idea generating platform. The drop-in will allow the Key Stage Leader to discuss the current state of their subject/key stage, discuss ideas for moving their subject/key stage forward and to seek any advice or support in developing their subject/key stage.

Subject Leaders will be given one morning/afternoon session once every two/three weeks(*) to oversee the development of their curriculum. Part of this responsibility is to have drop-ins with either the Headteacher or Deputy Headteacher. The drop-ins are in place to act as a supportive and idea generating platform. The drop-in will allow the Subject Leader to discuss the current state of their subject, discuss ideas for moving their subject forward and to seek any advice or support in developing their subject.

Book Looks and Pupil Voice

The purpose of the book looks, and pupil voice is to allow monitoring member of staff an opportunity to get an insight into how the curriculum is being delivered and received for each cohort.

The inclusion of pupil voices is to ascertain an accurate measurement of impact of the curriculum and quality of teaching. If the purpose of effective teaching is to ensure children know more and remember more, then the most meaningful way of measuring this is to ascertain whether the children can recall and articulate their learning.

Mindful of workload and depending on role (in table), the Leader will:

Subject Leader (use either subject 5+1 or Core subject proforma)

- Pre-select four children/books to review
- Review four books from each year group
- Complete pupil voice for the four selected children

Key Stage Leader

- Pre-select four children/books to review
- Review four books from each year group
- Complete pupil voice for the four selected children
- Complete one Book Look and Pupil Voice for a targeted year group* *Key Stage Leader, LP and DHT/HT will do this weekly*

All

- Follow the focus sub-group timetable, as stated below:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	PP v Non-PP	Boys v Girls	SEN v Non SEN	PP v Non-PP	Boys v Girls	SEN v Non SEN

If, during the book look and pupil voice, the Leader identifies a large discrepancy between the two sub-groups then the Leader will be expected to complete additional book looks and pupil voice from each sub group to ensure there are no anomalies and the picture is accurate.

When the Leader selects four children, the teacher has the ability to advise whether the selected children are appropriate, for example: if a child is a selective mute.

The criteria for the 5+1 Book Look and Pupil Voice (as well as all other perspective forms) have been designed in conjunction with the Leaders and has been specifically designed to capture pertinent information whilst also being easy to capture for the Leader.

Evidence will be recorded on Perspective and the criteria can be found in appendix 1.

<u>Scheduled Drop-in and Staff Chat criteria (Deep Dives)</u>

This policy acknowledges that spending time in a classroom for one observation does not give a full or just picture of how well a curriculum subject is being taught. Therefore, the approach to monitoring the curriculum is holistic and focuses on books, pupil conversations, drop-ins of teaching and conversations with adults in the classroom. Although more weight is put onto pupil voice, drop-ins remain critical in ascertaining how well the curriculum is being taught. Evidence will be recorded on Perspective and the criteria can be found in appendix 2.

In order to reduce the workload and stress on staff, this policy guarantees:

- The drop-ins will not exceed 15 minutes in length (Deep Dive only)
- The drop-in alone will not form a part of staff members' overall performance (Deep Dive only)
- The purpose of the drop-in is to gain evidence of curriculum delivery and impact (Deep Dive only)
- The drop-ins are a means of identifying support and development for individuals and the curriculum as a whole (Deep Dive only)
- The drop-ins will always be conducted with two staff members (Deep Dive only)
- Verbal feedback will be given the same day (unless this is not operationally possible) (Deep Dive only)
- Recorded evidence of the drop-in will be submitted on the same day, via Perspective (Deep Dive only)

Acting upon feedback from staff, this has been expanded to include all adults in the room during the drop-in. This ensures:

- All adults in the room receive the same high-quality feedback
- Allows all adults to discuss decisions made and evaluate impact
- Directly identifies continual professional development opportunities for each individual
- All adults will develop a deeper understanding of the curriculum at the same moment in time

<u>Reporting to SLT and the LGB</u>

Once a scheduled drop-in and adult chat has been completed, the Leader will be required to report on the status of their curriculum subject to SLT and the LGB. This report (Appendix 3) will need to be submitted by the end of the term the deep dive was carried out.

To support the Leader in their workload, the report is designed to be simple but pertinent in information. It will provide the SLT and the LGB with a brief summary of strengths of the curriculum subject and the impact seen along with one area for development and the desired impact expected to be seen.

The Headteacher will then share the report with the LGB at the next LGB meeting. There may be an expectation for the Leader to attend an LGB meeting to briefly discuss their report. Should members of the LGB have any questions related to the subject then the questions will be sent in advance.

SLT will review the outcomes of the monitoring at individual subject level and at the whole curriculum level, to ensure:

- An effective, broad and balanced curriculum is being delivered
- The curriculum is accessible to all
- The children are able to effectively recall and articulate their learning over the course of the year

<u>Curriculum Action Plan (CAP) – Key Stage and Subject Leaders</u>

The Leader is expected to have the completed an action plan by the end of Term 1. This will be shared with the DHT/HT during the first catch-up session scheduled for that term.

The CAP will be reviewed and referenced regularly during the weekly catchups with SLT. This is to ensure the curriculum development remains on track and that the CAP remains agile and reflective of required changes.

<u>Continued Professional Development</u>

It is the responsibility of the Leader to identify their own CPD needs and source the appropriate development opportunities.

The Leader is also expected to keep a record of the CPD they have provided at a whole school level as well as individual staff level. This can take various forms, such as:

- Delivering a staff meeting
- Sourcing external training providers
- Facilitating team teaching / coaching sessions
- Facilitating moderation and CPD opportunities within the cluster

The CPD record will be reviewed and referenced during the weekly catchups with SLT. This is to ensure staff are continually being developed, thus the impact of quality curriculum delivery is being continually improved. These records must be kept within the subject leader folder (if related to subject).

<u>Leader schedule for monitoring</u>

Each Leader will follow the monitoring schedule, as set out in the table below, to ensure a broad and balanced level of monitoring for the whole curriculum. Should a Leader need to change the monitoring schedule for any reason, then they must make a request to SLT so the whole staff are given adequate notice.

Subject Leader Release Termly Overview – this time will be covered by the schools HLTA.

Term	Subject Weekly Fortnightly All other subjects once/twice a term (coverage checks via book looks etc does not always require release during the school day)
1	Reading English Maths History/Geography (Deep Dives) PHSCE (Deep Dive) RE (Deep Dive)
2	Reading (Deep Dive) English (Deep Dive) Maths PE (Deep Dive) Science (Deep Dive) Computing (Deep Dive)
3	Reading English Maths (Deep Dive) Art (Deep Dive) Music (Deep Dive)
4	Reading (Deep Dive) English (Deep Dive) Maths Science (Deep Dive) PE (Deep Dive) PHSCE (Deep Dive) Computing (Deep Dive)
5	Reading English Maths (Deep Dive) History/Geography (Deep Dives) Music (Deep Dive)
6	Reading English Maths French (Deep Dive) Art (Deep Dive) Science (Deep Dive)

In order for leaders to carry out their monitoring, all class-based staff are released via HLTA timetable – example below. These are planned termly/repeat every term.

	Monday	Tuesday	Wednesday	Thursday	Friday
8.00 – 8.45	Bagels	Bagels	Bagels	Bagels	Bagels
AM 9.00 – 12.00	KIRSTY WILKINSON ECT RELEASE 9.00 – 11.30		LAUREN SMEE SEND RELEASE 9.00 - 11.00	JEMMA LANE PHASE RELEASE 9.00 – 11.00 JEMMA LANE SEND RELEASE 11.00 – 12.00	JESSICA EDGAR SUBJECT RELEASE 9.00 - 11.00
12.00 – 12.30	LUNCH				
12.30 – 1.00	KS2 PLAYGROUND DUTY				
PM 1.00 – 3.30	ALEX COULBAULT PHASE RELEASE 1.00 – 3.00	AMIE COMMINS ECT RELEASE 1.00 – 3.30 ROISIN FAHERTY SUBJECT RELEASE 1.00 – 3.00	SHANE HARFIELD SUBJECT RELEASE 1.00 – 3.30 ROISIN FAHERTY SUBJECT RELEASE 1.00 – 3.00	JEN CARROLL SUBJECT RELEASE 1.00 – 3.00 ROISIN FAHERTY SUBJECT RELEASE 1.00 – 3.00	SALLY FISH SUBJECT RELEASE 1.00 – 3.00
3.30 – 4.00	Copperfield Cares	Copperfield Cares	Copperfield Cares	Copperfield Cares	Copperfield Cares

Task	When	Impact
English		
Book look and Pupil Voice X3 books per class, per week. (6 per year group) T1: PP v Non PP T2: Boys v Girls T3: SEN v Non SEN T4: PP v Non PP T5: Boys v Girls T6: SEN v Non SEN	As per roles and monitoring cycle	Identify areas of strength and use this to support others. Identify early opportunities for areas for development. Review and adapt CPD schedule. Identify and remedy any early signs of disparities between sub-groups.
Deliver staff meeting focused on improving pedagogy	Once a term	Subject knowledge is improved
English Deep Dive	Terms 2 & 4 **With AK**	Identify areas of strength and use this to support others. Identify early opportunities for areas for development. Review and adapt CPD schedule. Identify and remedy any early signs of disparities between sub-groups
Review action plan	Terms 2 & 4	New actions identified Action plan remains relevant and focused on developing the curriculum
Reading		
Monitor bottom 20% readers are reading daily in school to an adult Review 20% readers data to ensure groups are relevant	Once a term	Accelerated reading progress, confidence and enjoyment in reading for targeted children
Review Guided Reading & Phonics	Once a term	Teaching of reading is of the highest quality and children are making accelerated progress
Termly collation of phonics screening data.	Once a term	New groups/interventions needed etc.
Deep Dive	Terms 2 & 4 **RF & AK/BC**	New actions identified Action plan remains relevant and focused on developing the curriculum
Maths		
Book look and Pupil Voice. X 3 books per class, per week. (6 per year) T1: PP v Non PP T2: Boys v Girls T3: SEN v Non SEN T4: PP v Non PP T5: Boys v Girls T6: SEN v Non SEN	As per roles and monitoring cycle	Identify areas of strength and use this to support others. Identify early opportunities for areas for development. Review and adapt CPD schedule. Identify and remedy any early signs of disparities between sub-groups
Deliver staff meeting focused on improving pedagogy	Once a term	Subject knowledge is improved
Maths Deep Dive	Terms 3 & 5 **With BC**	Identify areas of strength and use this to support others. Identify early opportunities for areas for development. Review and adapt CPD schedule. Identify and remedy any early signs of disparities between sub-groups
Monitor and support Year 4 with Times Table assessment	Termly catch up and review	Children making progress in times table
Review action plan	Terms 3 & 5	New actions identified Action plan remains relevant and focused on developing the curriculum
Science and Humanities		
Book look and Pupil Voice. X3 books per class, per week. (6 per year) T1: PP v Non PP T2: Boys v Girls T3: SEN v Non SEN T4: PP v Non PP T5: Boys v Girls T6: SEN v Non SEN	As per roles and monitoring cycle	Identify areas of strength and use this to support others. Identify early opportunities for areas for development. Review and adapt CPD schedule. Identify and remedy any early signs of disparities between sub-groups
Deliver staff meeting focused on improving pedagogy	Once a term	Identified weaknesses in subject knowledge is addressed
Deep Dive	Humanities: T1 & 5 **With AK** Science: T2, 4 & 6 **With BC**	Identify areas of strength and use this to support others. Identify early opportunities for areas for development. Review and adapt CPD schedule. Identify and remedy any early signs of disparities between sub-groups
Review action plan	Terms 3 & 5	New actions identified Action plan remains relevant and focused on developing the curriculum

Computing, ART, PSHE, RE French		
Book look and Pupil Voice. X3 books per class, per week. (6 books per year) T1: PP v Non PP T2: Boys v Girls T3: SEN v Non SEN T4: PP v Non PP T5: Boys v Girls T6: SEN v Non SEN	As per roles and monitoring cycle	Identify areas of strength and use this to support others. Identify early opportunities for areas for development. Review and adapt CPD schedule. Identify and remedy any early signs of disparities between sub-groups
Deliver staff meeting focused on improving pedagogy	Twice over the course of the academic year	Identified weaknesses in subject knowledge is addressed

Deep Dive	Computing: T2 & T4
	  With AK
	ART: T3 & T6
	  With BC
	PSHE: T1 & T4
	  With AK
	RE: T1 & T3
	  With BC
	French: T6
	  With AK
		Identify areas of strength and use this to support others.
		Identify early opportunities for areas for development.
		Review and adapt CPD schedule.
		Identify and remedy any early signs of disparities between sub-groups

Review action plan	As per Deep Dive dates above	New actions identified Action plan remains relevant and focused on developing the curriculum

PE and Music		
Pupil Voice. X3 children per class, per week. (6 per year group) T1: PP v Non PP T2: Boys v Girls T3: SEN v Non SEN T4: PP v Non PP T5: Boys v Girls T6: SEN v Non SEN	As per roles and monitoring cycle	Identify areas of strength and use this to support others. Identify early opportunities for areas for development. Review and adapt CPD schedule. Identify and remedy any early signs of disparities between sub-groups
Deliver staff meeting focused on improving pedagogy	Once over the course of the academic year	Identified weaknesses in subject knowledge is addressed

Deep Dive	PE: T2 & T4
	  With AK
	Music: T3 & T5
	  With BC
		Identify areas of strength and use this to support others.
		Identify early opportunities for areas for development.
		Review and adapt CPD schedule.
		Identify and remedy any early signs of disparities between sub-groups

Review action plan	As per Deep Dive dates above	New actions identified Action plan remains relevant and focused on developing the curriculum

Monitoring of Subject Leadership

Subject Leaders at Copperfield Academy will be able to articulate answers to the questions below regarding their subject area. These questions are posed in scheduled check in meetings between the subject leader and SLT.

1. How have you designed your curriculum?
2. What are you trying to achieve in your curriculum?
3. What are your aims for this subject?
4. What schemes do you follow?
5. Why is this subject taught in this way?
6. How do children progress in this subject over their time at the school? (Remembering that progress is knowing more, remembering more and being able to do more.)
7. How do you ensure that subject knowledge is retained and remembered?
8. How do you ensure that pupils with SEND benefit from the curriculum in this subject? Are expectations high enough?
9. What do curriculum leaders expect inspectors to see when they visit lessons and speak to pupils?
10. How are misconceptions addressed in the subject?
11. How does this subject link to other curriculum areas?
12. How do you support staff? How do you avoid unnecessary workload? 13. What subject resources do you offer children, and how are they matched to the curriculum?

Performance and Development

Policy amendments from previous academic Year

Phrase 'Termly Target' changed to 'Development Aim'

X3 Improvement Aims a year.
1. Set end of T6 and reviewed in T2
2. Reset in T2 and reviewed in T4
3. Reset in T4 and reviewed in T6

Improvement Aims no longer linked to Performance Management.

Rating on Perspective will move from 1, 2 & 3 to (***Deep Dives Only)***
- Always
- Mostly
- Sometimes
- Never

Book Look/Pupil Voice (5+1) completed by Year Group are not to be rated

Performance Management

Performance Management will have 3 targets for all teachers:

1. 6 identified boarder line children to move into Expected by end of the academic year. (These will be focus children for each PPM)
2. 3 identified children with poor attendance in 2022-23 have an improvement in their attendance by the end of 2023-24.
3. Teacher choice.

Appendix 1: Monitoring forms (full versions on perspective)

Year Group Book Look and Standards 5+1

Subject Focus

Notes

Strengths

Notes

Description
5 Strengths Identified in lesson from the Teachers' Standards 2012 1. High expectations and challenge 2. Good progress and outcomes 3. Subject knowledge 4. Planning, pace and structure 5. Differentiation 6. Assessment 7. Behaviour management 8. Professional responsibilities

Pupil Voice

Notes

Next Step to be developed

Notes

Description
(link to TS' 2012)

When will Next Step be in place

Notes

Year Group Book Look and Standards 5+1

Subject Leader and ESLT Monitoring and Development Form

ESLT MONITORING AND DEVELOPMENT FORM PREVIEW

⚠ *This is a preview and cannot be edited.* *Create new feedback now*

➖ **Hide** Notes

Presentation is age appropriate   🔘 NS ⌃

Notes

- 🟢 Always   No description provided.
- ⚪ Mostly
- 🟠 Sometimes
- 🔴 Never
- ⚫ Not Set

Feedback policy is being followed

Notes

Core Subject Monitoring and Development Form (Reading, Writing, Maths, Science and Humanities)

CORE SUBJECT MONITORING AND DEVELOPMENT FORM PREVIEW

+ ADD NEW

⚠ *This is a preview and cannot be edited.* *Create new feedback now*

- 🟢 Always   No description provided.
- ⚪ Mostly
- 🟠 Sometimes
- 🔴 Never
- ⚫ Not Set

Child Group ❓

Notes

Presentation is age appropriate   ⚫ NS ⌃

Notes

Search Users

Date:

21/06/2023

Optional Informatic

Curriculum Deep Dive

CURRICULUM DEEP DIVE SUMMARY PREVIEW

[+ ADD NEW]

⚠ *This is a preview and cannot be edited. Create new feedback now*

⊙ Always	No description provided.
⊙ Mostly	
⊙ Sometimes	
⊙ Never	
● Not Set	

Child Group ❓

Notes

Drop-in: 4 slide approach used to good effect   ● NS ⌃

Notes

Search Users

Date:

20/06/2023

Optional Informati

Focus:

Appendix 3: Report to Governors. This report is completed once a Deep Dive has taken place.

LGB Report

Curriculum Leader Review

Subject:	Leader:	Date:

Areas of strength	Impact seen

Average score of the Deep Dive criteria:
1: High quality teaching and learning. High impact evident.
2: Some effective teaching and learning evident. Some impact is evident.
3: No, or very little, effective teaching and learning is evident.

Effectiveness of 4 slide approach	
Effectiveness of live modelling	
Effectiveness of questioning to deepen learning	
Accessibility to learning for all children	
Summary of Book Looks	
Children's ability to recall and articulate learning	
Enrichment opportunities	
Overall quality of education	

Key areas for development	Expected impact

Continued Professional Development requirements

What	When	Who	Expected impact

Appendix 4: Monitoring Checklists

Monitoring Checklists

Writing in purple states how often monitoring should be logged onto Perspective on relevant form - either Year/Subject Leader, ESLT or Deep Dive form

Year Group Leader	Books **Weekly**	Planning **Weekly**
	As part of Phase Meeting	Alongside Year group partner
	Standards e.g., LOs, marking, presentation	Standards, Four-Sided Approach Adaptive Teaching

Subject Leader	Books	Pupil Voice	Drop Ins (Deep Dives only with SLT)
	As scheduled **Additional book looks will also take place after school (see staff meeting rota*)**	**As scheduled**	**As scheduled**
	Subject coverage check, standards	Vocab, progression, pride, and reflection	Deep Dive Criteria

Key Stage Leader	Books	Pupil Voice	Planning
	As part of Phase Meeting **Weekly**	As part of curriculum leader release **Weekly**	As part of Phase Meeting **Weekly**
	Standards e.g., LOs, marking, presentation	Vocab, progression, pride, and reflection	Standards, Four-Sided Approach Adaptive Teaching

Curriculum Leader (additional to Key Stage Leader responsibilities)	Books	Pupil Voice	Drop Ins (Deep Dives only with SLT)
	As part of curriculum leader release **Weekly**	As part of curriculum leader release **Weekly**	**As scheduled**
	Subject coverage check, standards – planning may also be monitored if necessary*	Vocab, progression, pride, and reflection	Deep Dive Criteria

Monitoring Criteria Checklists

Book Look on a page

Attainment
Overall standards of current work, linked to child's data (is this age appropriate, matched to need?)
Evidence of Adaptive Teaching
Scaffolding, resources**,** removing barriers for SEN/EAL, working below etc
Progress
Progress since the beginning of the school year, term, etc
Evidence of extended writing opportunities, productivity, handwriting, overcoming misconceptions
Purple pen comments (response to feedback)
Attitudes
Any indications of child attitudes and response to their work, such as, book labels, one square one number, presentation, etc
Teaching
Quality of marking; cross-curricular skills; matched to pupil's levels of attainment; link between assessment and planning
Matches sequence of learning on subject overview (**subject coverage checker will be used here**)
Child Voice
(see table below)

Book Look further breakdown (Ofsted and Deep Dive Framework)

Theme	Criteria	What to Do
Intent	The work that pupils do over time reflects the intended curriculum	• *Using the curriculum intent document, compare to what extent the work in the books demonstrates the intended aim*
Building on previous learning	Pupils' knowledge is consistently, coherently and logically sequenced so that it can develop incrementally over time	• *Using MTP, assess whether knowledge has been sequenced logically and each lesson builds upon the previous objective* • *Check that this is matched in books*
	There is a progression from the simpler and/or more concrete concepts to the more complex and/or abstract ones	
	Pupils' work shows that they have developed their knowledge. They know more, remember more and are able to do more.	• *Content links to knowledge organisers* • *Pupils are given multiple opportunities to demonstrate the acquired knowledge or skill* • *Evidence of spaced learning show pupils remember what they have been taught*
Depth and breadth of coverage	The content of the tasks and pupils' work show that pupils learn a suitably broad range of topics within a subject	• *Check content against MTP and LTP* • *Check there are a range of tasks to demonstrate application of skills and knowledge*

	Tasks also allow pupils to deepen their knowledge of the subject by requiring thought on their part, understanding of subject-specific concepts and making connections to prior knowledge.	• *Check if tasks give pupils the opportunities to evaluate, compare, interpret, prove…*
Pupils' progress	Pupils make strong progress from their starting points	• *Establish what the starting points are* • *Look at the progression maps and NC statements to establish end points* • *Identify what pupils are able to do that they couldn't before*
	They acquire knowledge and understanding appropriate to their starting points.	• *Establish what the starting points are* • *Look at the progression maps and NC statements to establish the end points* • *Identify what pupils are able to do that they couldn't before*
Practice	Pupils are regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding in a discipline.	• *Content links to knowledge organisers* • *Pupils are given multiple opportunities to demonstrate the acquired knowledge or skill* • *Evidence of spaced learning show pupils remember what they have been taught*
	They can recall information effectively, which shows that learning is durable.	• *Question pupils around content of knowledge organiser* • *Identify whether end of unit task (quiz or essay) demonstrates ability to recall information*
	Any misconceptions are addressed and there is evidence to show that pupils have overcome these in future work.	• *Find a mistake or misconception (was this identified by the class teacher)* • *Discuss with pupil and see if they can explain their misconception and how they have overcome this* • *Find subsequent work that addresses the misconception*
	It is clear what end point the curriculum is building towards and what pupils need to know and be able to do to reach those end points	• *Look at curriculum intent and identify what the end goal is* • *Check if lessons build upon each other to reach the end goal* • *Check the end point in the book and see if it addresses the core knowledge identified*
	Tasks have been designed so that pupils read at an age-appropriate level	• *Look at planning to see what reading has been provided as part of the task* • *Read what pupils have read and check if it is age-appropriate (look at vocabulary, syntax, themes etc) and if there is an appropriate balance of non-fiction to fiction*
Assessment	Assessment helps pupils to embed knowledge and use it fluently	• *Check the assessment task assess core knowledge and appropriate skills (see progression map)* • *Look at the attainment within the assessment task* • *Identify a weakness within the assessment and go back to the lesson in the book and the planning that goes alongside it; identify why the knowledge may have not been embedded*
Quality	Work is consistently of a high quality	• *Presentation is of a high standard* • *The school marking policy has been followed* • *There is a good quantity of work* • *Pupil responses are of a high standard*

	Agree	Don't Know	Disagree
Do you feel that our lessons are exciting and interesting? How?			
Are there are lots of resources to help me understand? What?			
Do you get the chance to develop our learning in this subject outside of the classroom? When? (Enrichment)			
Do you know/understand how well you are doing in this area of my learning? How?			
Do you know my next steps in this area of learning? How?			
Do you look forward to our next lesson in this subject? Why?			
a) Find a piece of work you are proud of and tell me why b) Find a piece of work that you think you need to improve on – can you explain why?			
Can share my views on how my learning is going?			
Do you know what lesson is next? Do you know what learning is coming next? How?			
If I could make one suggestion, it would be:			

Child Voice

Questions to children during monitoring (ensure that children have access to their books when questions are asked). These do not need to be uploaded but a summary provided on Perspective. Examples of this can be kept in subject folder if useful.