

SCHOOL-BASED QUALITY ASSURANCE (QA) PROCESSES

QUALITY OF EDUCATION

2022-23



QA helps leaders to monitor and evaluate practice at subject/curriculum and whole-school level, to identify, celebrate and share best practice, and to plan for sustained improvements.

Once every two years, SLT and Curriculum Leaders/Heads of Department will complete a full school-based subject/curriculum-level review incorporating all 8 QA phases (see page 3). This will be supplemented by QA processes conducted by the Trust's Directors of Education on a similar time-scale. These reviews will be calendared.

Once per term, Middle Leaders (sometimes accompanied by their SLT line manager) will conduct TWO *formal* QA processes within their own curriculum areas: a Climate Walk **plus** a Work Scrutiny/Student Survey/Student Conversation. Findings will be entered onto BlueSky, discussed with their SLT link line manager, and used to inform improvement plans that will be monitored and reviewed.

Once per term (September, January and April), Middle Leaders, accompanied by their SLT line manager, will have a Data Review meeting with the Headteacher. Findings will be used to inform intervention plans that will be monitored and reviewed.

On a daily basis, Middle Leaders and SLT monitor standards *informally* as part of their leadership roles (e.g. On Calls/Call Outs) and will provide praise, support and challenge as appropriate.



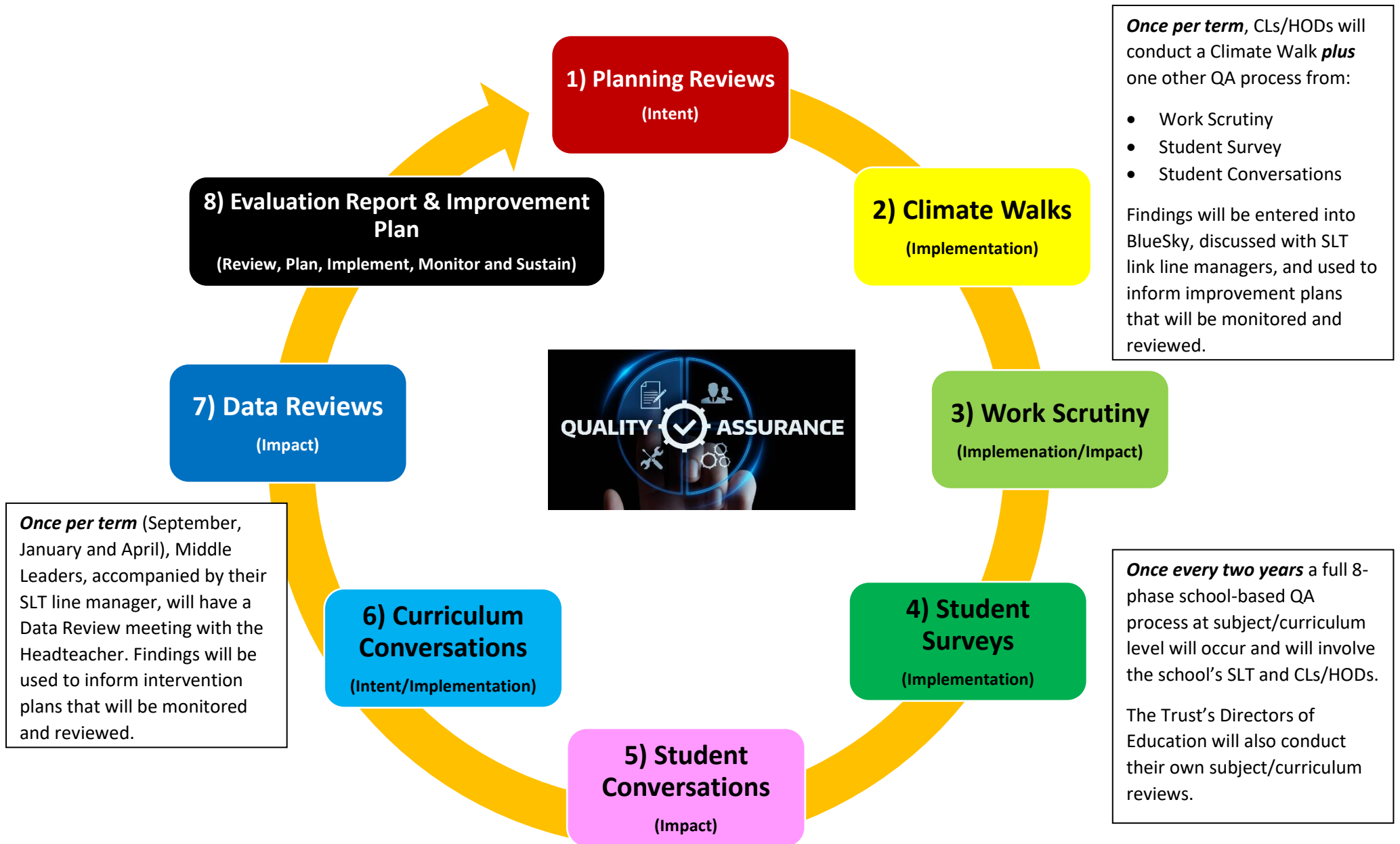
'Good' QA is...

1. Subject-focused – done **with** and **for** middle leaders via professional dialogue
2. Adapts the best elements of Ofsted's research-based methodology
3. Fully aligned with agreed standards and departmental/school priorities
4. Collects and triangulates a range of quantitative and qualitative evidence
5. Evaluative and *developmental*:
 - Focused on developing leadership capacity
 - Focused on developing teachers' pedagogical content knowledge
 - Focused on improved behaviour and outcomes
 - Focused on ensuring access to the curriculum for all
 - Focused on "real" learning i.e. what students can remember and do
 - Focused on highlighting and disseminating best practice

'Bad' QA is...

1. Generic and "top down" – done **by** SLT **to** departments
2. "Mocksteds" – SLT are **not** Ofsted
3. Randomised / disconnected
4. Collects a limited range of (quantitative) data in isolation
5. Judgemental only / box ticking for the sake of it with no impact on students

QEGSMAT Quality of Education – 8 phases of Quality Assurance



QEGSMAT QUALITY OF EDUCATION STANDARDS (based on the Teacher's Standards, Early Career Framework and evidence-based 'best practice')

INTENT	<p>1. Curriculum plans</p> <p>a) Curriculum leaders have a clear and appropriate curriculum rationale, which is at least as ambitious of the National Curriculum.</p> <p>b) Curriculum leaders have shared their curriculum plans with the school community.</p> <p>c) The curriculum ensures a smooth transition from the previous Key Stage(s), building on prior learning and identifying/addressing knowledge and skills gaps.</p> <p>d) The curriculum is well sequenced to ensure continuity and progression.</p> <p>e) The curriculum has clear, specific 'end points' that are used to measure progress.</p> <p>f) Curriculum resources and assessments have been adapted to meet the needs of all learners.</p>	<p>S- Showcase (to be shared) E - Effective D - Development Needed A - Urgent Action required</p>
IMPLEMENTATION	<p>2. High expectations and positive attitudes</p> <p>a) Teachers have high expectations of all students regardless of background and ability.</p> <p>b) Teachers create a positive and respectful classroom culture in which they clearly know and care about students and their learning.</p> <p>c) Teachers demonstrate consistently the positive attitudes, values and behaviour which are expected of students.</p> <p>d) Teachers encourage and motivate all students to work with positive attitudes, helping them to become resilient learners and to take pride in their achievements. Students are typically engaged and have a positive attitude towards their learning.</p>	<p>S- Showcase (to be shared) E - Effective D - Development Needed A - Urgent Action required</p>
	<p>3. Effective behaviour management</p> <p>Teachers:</p> <p>a) Teachers ensure that students follow appropriate routines to create a safe and orderly environment for learning.</p> <p>b) Teachers are vigilant and tackle low-level disruption quickly and effectively.</p> <p>c) Teachers are vigilant and if bullying, aggression, discrimination or derogatory language occur they are dealt with quickly and effectively.</p> <p>d) Teachers use praise, warnings and sanctions fairly and consistently in accordance with the school's behaviour policy.</p> <p>e) Teachers employ behaviour management strategies that are appropriate to students' needs and behaviours.</p> <p>f) Teachers exercise appropriate authority in a way that maintains good relationships with students.</p>	<p>S- Showcase (to be shared) E - Effective D - Development Needed A - Urgent Action required</p>
	<p>4. Secure subject and curriculum knowledge</p> <p>a) Teachers possess secure subject knowledge which allows them to:</p> <ul style="list-style-type: none"> • present new material in a logical sequence • explain confidently, clearly and accurately • anticipate and tackle questions and misconceptions effectively • Select, adapt and/or design resources that are accessible to all (including those with lower ability, SEND and EAL). • Set work that is appropriately challenging. <p>b) Teachers take responsibility for developing students' reading skills and vocabulary.</p>	<p>S- Showcase (to be shared) E - Effective D - Development Needed A - Urgent Action required</p>
	<p>5. Pedagogy</p> <p>Teachers possess secure pedagogical knowledge and understanding of how students learn and how to structure lessons and use lesson time productively to support learning and long-term memorisation. For example;</p> <p>a) Use starter tasks to engage students, share the "big picture", recap and build on prior learning.</p> <p>b) Share and clarify measurable and achievable learning outcomes linked to the planned sequence of learning.</p> <p>c) Present material in small steps in a logical sequence in line with the planned curriculum.</p> <p>d) Highlight and recap the key ideas during and after each step.</p> <p>e) Model, demonstrate and scaffold to reduce cognitive load.</p> <p>f) Provide appropriate time for guided/independent practice (rehearsal/elaboration).</p> <p>g) Review the key learning points of the lesson.</p>	<p>S- Showcase (to be shared) E - Effective D - Development Needed A - Urgent Action required</p>
	<p>6. Assessment and feedback</p> <p>Teachers:</p> <p>a) Understand how their subject is assessed externally and apply this to their teaching and assessment practice.</p> <p>b) Use questioning, discussion and other formative assessment strategies to develop understanding and to identify gaps in learning/misconceptions.</p> <p>c) Adapt their teaching during lessons in response to mistakes/misconceptions to prevent students falling behind.</p> <p>d) Use regular* formative low-stakes assessments (retrieval practice) to strengthen retention and recall.</p> <p>e) Use formative and summative assessment* to allow students to demonstrate that they know more, understand more, can do more, and can remember more.</p> <p>f) Plan lessons and/or activities to address the mistakes and misconceptions identified by formative and summative assessment.</p> <p>g) Provide clear, actionable feedback* to help students identify what they need to do to improve.</p> <p>h) Ensure that students act on feedback provided*.</p> <p>* in line with the school's assessment and feedback policy</p>	<p>S- Showcase (to be shared) E - Effective D - Development Needed A - Urgent Action required</p>
	<p>7. Outcomes</p> <p>a) The planned curriculum is being taught, lessons do allow students to build on the knowledge and skills they learned previously.</p> <p>b) There is evidence that students are learning the planned curriculum (they know more, can do more and remember more)</p> <p>c) Students can read with fluency and comprehension appropriate to their age (or making progress)</p> <p>d) Subject residuals show ALL students make/are making progress in line with targets set (including PP and SEND).</p>	<p>S- Showcase (to be shared) E - Effective D - Development Needed A - Urgent Action required</p>

1) PLANNING REVIEWS	QEGSMAT QUALITY OF EDUCATION FRAMEWORK STANDARDS	“Best fit”?
<p>In the context of this school (and the abilities, needs and ambitions of its students) what is the rationale for your curriculum? What is your curriculum ultimately trying to achieve? What difference do you hope it will make to the students? How will it prepare them for life beyond school? What links are there to Personal Development (SMSC, British Values, CEAG and PSHE/RSE)?</p> <p>Is your curriculum at least as ambitious as the National Curriculum (where applicable) in terms of breadth of coverage?</p>	<p>1. Curriculum plans a) Curriculum leaders have a clear and appropriate curriculum rationale, which is at least as ambitious of the National Curriculum. b) Curriculum leaders have shared their curriculum plans with the school community. c) The curriculum ensures a smooth transition from the previous Key Stage(s), building on prior learning and identifying/addressing knowledge and skills gaps. d) The curriculum is well sequenced to ensure continuity and progression. e) The curriculum has clear, specific 'end points' that are used to measure progress. f) Curriculum resources and assessments have been adapted to meet the needs of all learners.</p>	S E D A
<p>Does your curriculum have clear 'end points' (by topic, unit, term, year) linked to the knowledge and skills students MUST learn/remember in order to make progress now and in the future? Can you provide evidence of this?</p> <p>Do you share the curriculum "learning journey" students will take over time? Is it explicitly clear to students what they MUST learn/remember in order to make progress and be successful? Can you provide evidence of this?</p>	<p>2. High expectations and positive attitudes a) Teachers have high expectations of all students regardless of background and ability. b) Teachers create a positive and respectful classroom culture in which they clearly know and care about students and their learning. c) Teachers demonstrate consistently the positive attitudes, values and behaviour which are expected of students. d) Teachers encourage and motivate all students to work with positive attitudes, helping them to become resilient learners and to take pride in their achievements. Students are typically engaged and have a positive attitude towards their learning.</p>	
<p>Broadly speaking, what are the core knowledge, skills, concepts and themes that thread through your subject/curriculum and make it unique?</p> <p>How have you designed/structured/sequenced your curriculum to ensure challenge and progress (breadth and depth of learning/memorisation)? Is there a clear "flow" to the curriculum so that it builds on prior learning and ensures continuity and progression (so that key knowledge and skills can be revisited and reviewed)? To illustrate this, what topics/units are being taught currently in (non-consecutive) Year X and Year Y? What are the 'end points' that will determine if progress has been made? What knowledge (inc. vocabulary), understanding and skills are critical to student progression? What do you want them to remember? How has your curriculum in previous terms/years prepared students for learning this topic/unit now? How will you build on the knowledge and skills being taught now in the future?</p>	<p>3. Effective behaviour management Teachers: a) Teachers ensure that students follow appropriate routines to create a safe and orderly environment for learning. b) Teachers are vigilant and tackle low-level disruption quickly and effectively. c) Teachers are vigilant and if bullying, aggression, discrimination or derogatory language occur they are dealt with quickly and effectively. d) Teachers use praise, warnings and sanctions fairly and consistently in accordance with the school's behaviour policy. e) Teachers employ behaviour management strategies that are appropriate to students' needs and behaviours. f) Teachers exercise appropriate authority in a way that maintains good relationships with students.</p>	
<p>What links do you have with local feeder schools? What knowledge and skills do students already have on arrival in Year 7? How do you know? How do you build on these? What knowledge and skills gaps/misconceptions do students typically have on arrival in Year 7? How do you know? How do you address these at departmental/whole-school level?</p>	<p>4. Secure subject and curriculum knowledge a) Teachers possess secure subject knowledge which allows them to: • present new material in a logical sequence • explain confidently, clearly and accurately • anticipate and tackle questions and misconceptions effectively • Select, adapt and/or design resources that are accessible to all (including those with lower ability, SEND and EAL). • Set work that is appropriately challenging. b) Teachers take responsibility for developing students' reading skills and vocabulary.</p>	S E D A
<p>How do you use assessment to support learning (e.g. diagnostic assessment, low-stakes spaced retrieval practice, formative/summative assessment)? Are assessment strategies planned for within the curriculum (for both classroom teaching and remote learning)? How do you ensure assessment evidence is reliable? Are assessments standardised and is marking moderated? How do you use assessment to identify and tackle underperformance (e.g. feedback and "fix it time"; Question Level Analysis; Diagnose, Therapy, Test)? How have you used assessment evidence to improve the curriculum? Can you provide examples of assessment design, feedback sheets, etc.?</p>	<p>5. Pedagogy Teachers possess secure pedagogical knowledge and understanding of how students learn and how to structure lessons and use lesson time productively to support learning and long-term memorisation. For example; a) Use starter tasks to engage students, share the "big picture", recap and build on prior learning. b) Share and clarify measurable and achievable learning outcomes linked to the planned sequence of learning. c) Present material in small steps in a logical sequence in line with the planned curriculum. d) Highlight and recap the key ideas during and after each step. e) Model, demonstrate and scaffold to reduce cognitive load. f) Provide appropriate time for guided/independent practice (rehearsal/elaboration). g) Review the key learning points of the lesson.</p>	
<p>How do you ensure curriculum access by developing reading and vocabulary? How do you use reading data to inform your planning? Does your curriculum develop oracy through discussion/debate? Can you provide evidence of this in terms of planning/resources?</p>	<p>6. Assessment and feedback Teachers: a) Understand how their subject is assessed externally and apply this to their teaching and assessment practice. b) Use questioning, discussion and other formative assessment strategies to develop understanding and to identify gaps in learning/misconceptions. c) Adapt their teaching during lessons in response to mistakes/misconceptions to prevent students falling behind. d) Use regular* formative low-stakes assessments (retrieval practice) to strengthen retention and recall. e) Use formative and summative assessment* to allow students to demonstrate that they know more, understand more, can do more, and can remember more. f) Plan lessons and/or activities to address the mistakes and misconceptions identified by formative and summative assessment. g) Provide clear, actionable feedback* to help students identify what they need to do to improve. h) Ensure that students act on feedback provided*. * in line with the school's assessment and feedback policy</p>	S E D A
<p>How has the curriculum been adapted to meet the needs of all students? What strategies and resources are used to support access to the curriculum (e.g. modelling, scaffolded worksheets, etc.)? Are assessments appropriately scaffolded? Can you provide evidence of this?</p>	<p>7. Outcomes a) The planned curriculum is being taught, lessons do allow students to build on the knowledge and skills they learned previously. b) There is evidence that students are learning the planned curriculum (they know more, can do more and remember more) c) Students can read with fluency and comprehension appropriate to their age (or making progress) d) Subject residuals show ALL students make/are making progress in line with targets set (including PP and SEND).</p>	

2) CLIMATE WALKS	QEGSMAT QUALITY OF EDUCATION FRAMEWORK STANDARDS	“Best fit”?
<p>PRE-CLIMATE WALK DISCUSSION/REFLECTION</p> <ul style="list-style-type: none"> Generally speaking, what do you consider to be the key elements of effective teaching <i>for your subject and students</i> in this school? How do these relate to evidence-based whole-school policies/protocols? In this regard, what do you believe are the department’s strengths? In this regard, what are your departmental priorities/areas for development? What have you/are you doing to address these / support your team to deliver the curriculum more effectively? Does this include remote learning? <p>During the Planning Review we discussed the topics/units that are currently being taught in Years X/Y, and the knowledge (inc. vocabulary), understanding and skills that are critical to student progression.</p> <ul style="list-style-type: none"> Are you confident that all teachers in the department have sufficiently secure pedagogical subject knowledge to teach this ‘critical’ content effectively and to anticipate and address typical mistakes/misconceptions? What are the typical student mistakes/misconceptions about this topic/unit? What do our students typically struggle with? Are there any specific strategies/approaches/resources used by your department to deliver this topic/unit effectively? Will we see these? What training or support has been/is being put in place to teach this topic/unit specifically? Overall, how effectively do you think your curriculum is being delivered? What will we “see” during visits to lessons? <p>ACTIVITY Climate Walks must focus on the two non-consecutive year groups discussed during the Planning Review phase and the ‘critical’ content of the topics/units they are currently studying.</p> <p>Complete 6-8 visits to classes that include key groups - PP, SEND EHCP/K, EAL, high, middle, low prior attainment - wherever possible.</p> <p>POST-CLIMATE WALK DISCUSSION/REFLECTION</p> <ul style="list-style-type: none"> Did we see what you expected/hoped you’d see? Are departmental/whole-school policies and protocols being adhered to consistently? Is there a justifiable rationale for any variations e.g. different content/techniques seen in different classes? Were expectations and behaviour conducive to learning? Was subject knowledge secure enough to facilitate learning? Were the pedagogical approaches conducive to learning? Were the tasks sufficiently challenging (but achievable) for students to make progress? Could all students access the curriculum in order to make progress? How likely is it that the teaching strategies/tasks/resources we saw will enable students to learn the critical knowledge and skills required for them to make progress? Are you now aware of any different strengths/areas of development? If so, what priorities/training needs have you identified? <p>TASK Once Climate Walks have been completed, CL/HOD/HOY should use BlueSky to record their findings and determine a ‘best fit’ for the curriculum area.</p>	<p>1. Curriculum plans a) Curriculum leaders have a clear and appropriate curriculum rationale, which is at least as ambitious of the National Curriculum. b) Curriculum leaders have shared their curriculum plans with the school community. c) The curriculum ensures a smooth transition from the previous Key Stage(s), building on prior learning and identifying/addressing knowledge and skills gaps. d) The curriculum is well sequenced to ensure continuity and progression. e) The curriculum has clear, specific ‘end points’ that are used to measure progress. f) Curriculum resources and assessments have been adapted to meet the needs of all learners.</p> <p>2. High expectations and positive attitudes a) Teachers have high expectations of all students regardless of background and ability. b) Teachers create a positive and respectful classroom culture in which they clearly know and care about students and their learning. c) Teachers demonstrate consistently the positive attitudes, values and behaviour which are expected of students. d) Teachers encourage and motivate all students to work with positive attitudes, helping them to become resilient learners and to take pride in their achievements. Students are typically engaged and have a positive attitude towards their learning.</p> <p>3. Effective behaviour management Teachers: a) Teachers ensure that students follow appropriate routines to create a safe and orderly environment for learning. b) Teachers are vigilant and tackle low-level disruption quickly and effectively. c) Teachers are vigilant and if bullying, aggression, discrimination or derogatory language occur they are dealt with quickly and effectively. d) Teachers use praise, warnings and sanctions fairly and consistently in accordance with the school’s behaviour policy. e) Teachers employ behaviour management strategies that are appropriate to students’ needs and behaviours. f) Teachers exercise appropriate authority in a way that maintains good relationships with students.</p> <p>4. 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For example; a) Use starter tasks to engage students, share the “big picture”, recap and build on prior learning. b) Share and clarify measurable and achievable learning outcomes linked to the planned sequence of learning. c) Present material in small steps in a logical sequence in line with the planned curriculum. d) Highlight and recap the key ideas during and after each step. e) Model, demonstrate and scaffold to reduce cognitive load. f) Provide appropriate time for guided/independent practice (rehearsal/elaboration). g) Review the key learning points of the lesson.</p> <p>6. 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Outcomes a) The planned curriculum is being taught, lessons do allow students to build on the knowledge and skills they learned previously. b) There is evidence that students are learning the planned curriculum (they know more, can do more and remember more). c) Students can read with fluency and comprehension appropriate to their age (or making progress). d) Subject residuals show ALL students make/are making progress in line with targets set (including PP and SEND).</p>	<p></p> <p>S E D A</p> <p>S E D A</p> <p>S E D A</p> <p>S E D A</p> <p>S E D A</p>

3) WORK SCRUTINY	QEGSMAT QUALITY OF EDUCATION FRAMEWORK STANDARDS	"Best fit"?
<p>TASK Select a minimum of 6 books/folders (plus any completed assessments) belonging to students from key groups - PP, SEND EHCP/K, EAL, high, middle, low prior attainment - wherever possible.</p> <p>N.B. For full subject reviews, the students should be selected from the same classes visited during Climate Walks/the same students who complete Students Surveys and Students Conversations.</p>	<p>1. Curriculum plans a) Curriculum leaders have a clear and appropriate curriculum rationale, which is at least as ambitious of the National Curriculum. b) Curriculum leaders have shared their curriculum plans with the school community. c) The curriculum ensures a smooth transition from the previous Key Stage(s), building on prior learning and identifying/addressing knowledge and skills gaps. d) The curriculum is well sequenced to ensure continuity and progression. e) The curriculum has clear, specific 'end points' that are used to measure progress. f) Curriculum resources and assessments have been adapted to meet the needs of all learners.</p>	S E D A
<p>Work Scrutiny should be used to determine that:</p> <ul style="list-style-type: none"> The planned curriculum is being taught consistently across the department. Whole-school / departmental policies and protocols relating to assessment and feedback are being adhered to consistently. Students have positive attitudes towards their learning (as indicated by presentation and the amount of work completed). Tasks are sufficiently challenging - students are covering content in sufficient breadth and depth over time to ensure their progression towards the intended end points of the curriculum. Students have regular opportunities for practise/to apply knowledge and skills (not just make notes). The curriculum has been adapted to ensure access to intended end points as indicated by resources (e.g. scaffolded worksheets). 	<p>2. High expectations and positive attitudes a) Teachers have high expectations of all students regardless of background and ability. b) Teachers create a positive and respectful classroom culture in which they clearly know and care about students and their learning. c) Teachers demonstrate consistently the positive attitudes, values and behaviour which are expected of students. d) Teachers encourage and motivate all students to work with positive attitudes, helping them to become resilient learners and to take pride in their achievements. Students are typically engaged and have a positive attitude towards their learning.</p>	S E D A
<p>Scrutiny of assessments should be used to determine that:</p> <ul style="list-style-type: none"> Formative and summative assessments are designed to align with the planned curriculum and intended end points. Low-stakes retrieval practice is embedded into classroom practice. End of topic/unit summative assessments are authentic (and scaffolded where appropriate). Student responses in summative assessments indicate that learning is 'durable' (i.e. has been committed to long-term memory). Marking is accurate, recognising and addressing mistakes and especially errors/misconceptions. Written feedback is specific and actionable. Students are committed to their learning - all students make necessary corrections/improvements after quizzes and assessments and/or in response to feedback. 	<p>3. Effective behaviour management Teachers: a) Teachers ensure that students follow appropriate routines to create a safe and orderly environment for learning. b) Teachers are vigilant and tackle low-level disruption quickly and effectively. c) Teachers are vigilant and if bullying, aggression, discrimination or derogatory language occur they are dealt with quickly and effectively. d) Teachers use praise, warnings and sanctions fairly and consistently in accordance with the school's behaviour policy. e) Teachers employ behaviour management strategies that are appropriate to students' needs and behaviours. f) Teachers exercise appropriate authority in a way that maintains good relationships with students.</p>	
<p>POST-WORK SCRUTINY DISCUSSION/REFLECTION</p> <ul style="list-style-type: none"> Did we see what you expected/hoped you'd see? Are departmental/whole-school policies and protocols relating to assessment and feedback being adhered to consistently? Are you confident that the students are learning critical key knowledge and skills at sufficient breadth and depth to ensure progress? Is there consistency in the quality and quantity of work/assessments seen across different groups? Is there a justifiable rationale for any variations seen? Can all students access the curriculum in order to make progress? Can all students recall/demonstrate critical knowledge and skills? Is marking accurate? Is feedback appropriate? What are the department's strengths /areas of development? What training needs/priorities have you identified? 	<p>4. Secure subject and curriculum knowledge a) Teachers possess secure subject knowledge which allows them to: • present new material in a logical sequence • explain confidently, clearly and accurately • anticipate and tackle questions and misconceptions effectively • Select, adapt and/or design resources that are accessible to all (including those with lower ability, SEND and EAL). • Set work that is appropriately challenging. b) Teachers take responsibility for developing students' reading skills and vocabulary.</p>	S E D A
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<p>TASK Once a Work Scrutiny has been completed, CLs/HODs should use BlueSky to record their findings and determine a 'best fit' for the curriculum area.</p>	<p>7. Outcomes a) The planned curriculum is being taught, lessons do allow students to build on the knowledge and skills they learned previously. b) There is evidence that students are learning the planned curriculum (they know more, can do more and remember more) c) Students can read with fluency and comprehension appropriate to their age (or making progress) d) Subject residuals show ALL students make/are making progress in line with targets set (including PP and SEND).</p>	S E D A

4) STUDENT SURVEYS	QEGSMAT QUALITY OF EDUCATION FRAMEWORK STANDARDS	"Best fit"?
<p>TASK Select a minimum of 6 students from key groups - PP, SEND EHCP/K, EAL, high, middle, low prior attainment - wherever possible. N.B. For full subject reviews, the students should be selected from the same classes visited during Climate Walks/the same students whose books were used for Work Scrutiny / who complete Student Conversations.</p> <p>Students answer questions using a Forms survey. Teachers can paraphrase and support students as necessary to elicit the most accurate answers. For questions 9-14, ask students to look through their books/folders to check and to find examples to show you. N.B. Student Surveys can be done separately to or in conjunction with a Work Scrutiny or a Student Conversation.</p>	<p>1. Curriculum plans a) Curriculum leaders have a clear and appropriate curriculum rationale, which is at least as ambitious of the National Curriculum. b) Curriculum leaders have shared their curriculum plans with the school community. c) The curriculum ensures a smooth transition from the previous Key Stage(s), building on prior learning and identifying/addressing knowledge and skills gaps. d) The curriculum is well sequenced to ensure continuity and progression. e) The curriculum has clear, specific 'end points' that are used to measure progress. f) Curriculum resources and assessments have been adapted to meet the needs of all learners.</p>	
<p>1- All the time / In every lesson 2- Most of the time / In most lessons 3- Some of the time / In some lessons 4- Almost never / In very few lessons 5- Never / in none of my lessons</p> <p>1) I enjoy learning this subject.</p> <p>2) The teacher has high expectations and encourages all of us to try our best.</p>	<p>2. High expectations and positive attitudes a) Teachers have high expectations of all students regardless of background and ability. b) Teachers create a positive and respectful classroom culture in which they clearly know and care about students and their learning. c) Teachers demonstrate consistently the positive attitudes, values and behaviour which are expected of students. d) Teachers encourage and motivate all students to work with positive attitudes, helping them to become resilient learners and to take pride in their achievements. Students are typically engaged and have a positive attitude towards their learning.</p>	S E D A
<p>3) If bad behaviour happens the teacher deals with it quickly and doesn't allow it to ruin lessons.</p> <p>4) The teacher explains clearly e.g. uses pictures/demonstrations rather than just talking/showing text.</p> <p>5) The teacher demonstrates/shows us good examples of what we need to do.</p> <p>6) We are given opportunities to practice e.g. answering questions (we DON'T just copy/make notes).</p> <p>7) The work in these lessons is normally just challenging enough (neither too easy or too hard). I have to think work/think hard but I'm normally able to complete the work.</p> <p>8) The teacher checks that we are "getting it" and helps us if we aren't.</p> <p>9) We have regular tests and quizzes about the topics we are studying.</p>	<p>3. Effective behaviour management Teachers: a) Teachers ensure that students follow appropriate routines to create a safe and orderly environment for learning. b) Teachers are vigilant and tackle low-level disruption quickly and effectively. c) Teachers are vigilant and if bullying, aggression, discrimination or derogatory language occur they are dealt with quickly and effectively. d) Teachers use praise, warnings and sanctions fairly and consistently in accordance with the school's behaviour policy. e) Teachers employ behaviour management strategies that are appropriate to students' needs and behaviours. f) Teachers exercise appropriate authority in a way that maintains good relationships with students.</p>	S E D A
<p>10) The teacher helps me to prepare for assessments e.g. they provide facts sheets, model answers, and revision tips (not just "read through your notes").</p> <p>11) The teacher marks "big" assessments, then gives us feedback and "fix it time".</p> <p>12) I use "fix it time" to make corrections and improvements.</p> <p>13) I work hard and spend time on revision so I can do my best in assessments.</p> <p>14) I'm proud of the work I complete / my assessment results / my predicted grade.</p>	<p>4. Secure subject and curriculum knowledge a) Teachers possess secure subject knowledge which allows them to: • present new material in a logical sequence • explain confidently, clearly and accurately • anticipate and tackle questions and misconceptions effectively • Select, adapt and/or design resources that are accessible to all (including those with lower ability, SEND and EAL). • Set work that is appropriately challenging. b) Teachers take responsibility for developing students' reading skills and vocabulary.</p>	S E D A
<p>POST- STUDENT SURVEY DISCUSSION/REFLECTION Do students' responses to the survey suggest that your curriculum is being delivered effectively and consistently? What are the department's strengths /areas of development? What training needs/priorities have you identified?</p> <p>TASK Once a Student Survey has been completed, CLs/HODs should use BlueSky to record their findings and determine a 'best fit' for the curriculum area.</p>	<p>5. Pedagogy Teachers possess secure pedagogical knowledge and understanding of how students learn and how to structure lessons and use lesson time productively to support learning and long-term memorisation. For example; a) Use starter tasks to engage students, share the "big picture", recap and build on prior learning. b) Share and clarify measurable and achievable learning outcomes linked to the planned sequence of learning. c) Present material in small steps in a logical sequence in line with the planned curriculum. d) Highlight and recap the key ideas during and after each step. e) Model, demonstrate and scaffold to reduce cognitive load. f) Provide appropriate time for guided/independent practice (rehearsal/elaboration). g) Review the key learning points of the lesson.</p>	S E D A
	<p>6. Assessment and feedback Teachers: a) Understand how their subject is assessed externally and apply this to their teaching and assessment practice. b) Use questioning, discussion and other formative assessment strategies to develop understanding and to identify gaps in learning/misconceptions. c) Adapt their teaching during lessons in response to mistakes/misconceptions to prevent students falling behind. d) Use regular* formative low-stakes assessments (retrieval practice) to strengthen retention and recall. e) Use formative and summative assessment* to allow students to demonstrate that they know more, understand more, can do more, and can remember more. f) Plan lessons and/or activities to address the mistakes and misconceptions identified by formative and summative assessment. g) Provide clear, actionable feedback* to help students identify what they need to do to improve. h) Ensure that students act on feedback provided*. * in line with the school's assessment and feedback policy</p>	S E D A
	<p>7. Outcomes a) The planned curriculum is being taught, lessons do allow students to build on the knowledge and skills they learned previously. b) There is evidence that students are learning the planned curriculum (they know more, can do more and remember more) c) Students can read with fluency and comprehension appropriate to their age (or making progress) d) Subject residuals show ALL students make/are making progress in line with targets set (including PP and SEND).</p>	

5) STUDENT CONVERSATIONS	QECSMAT QUALITY OF EDUCATION FRAMEWORK STANDARDS	“Best fit”?
<p>TASK Select a minimum of 6 students from key groups - PP, SEND EHCP/K, EAL, high, middle, low prior attainment - wherever possible. N.B. For full subject reviews, the students should be selected from the same classes visited during Climate Walks/the same students whose books were used for Work Scrutiny / who complete Student Conversations.</p>	<p>1. Curriculum plans a) Curriculum leaders have a clear and appropriate curriculum rationale, which is at least as ambitious of the National Curriculum. b) Curriculum leaders have shared their curriculum plans with the school community. c) The curriculum ensures a smooth transition from the previous Key Stage(s), building on prior learning and identifying/addressing knowledge and skills gaps. d) The curriculum is well sequenced to ensure continuity and progression. e) The curriculum has clear, specific 'end points' that are used to measure progress. f) Curriculum resources and assessments have been adapted to meet the needs of all learners.</p>	
<p>Focus on the 'critical' knowledge (inc. vocabulary), understanding and skills that students should have learned/be able to recall.</p>	<p>2. High expectations and positive attitudes a) Teachers have high expectations of all students regardless of background and ability. b) Teachers create a positive and respectful classroom culture in which they clearly know and care about students and their learning. c) Teachers demonstrate consistently the positive attitudes, values and behaviour which are expected of students. d) Teachers encourage and motivate all students to work with positive attitudes, helping them to become resilient learners and to take pride in their achievements. Students are typically engaged and have a positive attitude towards their learning.</p>	
<p>Curriculum Leaders should pre-prepare a sample set of questions linked to 'end points' that will allow them to ascertain if students are really learning the 'critical' content relating to the topics/units being taught.</p>	<p>3. Effective behaviour management Teachers: a) Teachers ensure that students follow appropriate routines to create a safe and orderly environment for learning. b) Teachers are vigilant and tackle low-level disruption quickly and effectively. c) Teachers are vigilant and if bullying, aggression, discrimination or derogatory language occur they are dealt with quickly and effectively. d) Teachers use praise, warnings and sanctions fairly and consistently in accordance with the school's behaviour policy. e) Teachers employ behaviour management strategies that are appropriate to students' needs and behaviours. f) Teachers exercise appropriate authority in a way that maintains good relationships with students.</p>	
<p>Current learning What are you learning in subject X lessons at the moment? Can you give me examples of the key words/vocabulary you are using? What can you tell me about X? What are the main ideas about X? Can you give an example of X? How do you do X? Can you explain X? What are you finding easy/hard?</p>	<p>4. Secure subject and curriculum knowledge a) Teachers possess secure subject knowledge which allows them to: • present new material in a logical sequence • explain confidently, clearly and accurately • anticipate and tackle questions and misconceptions effectively • Select, adapt and/or design resources that are accessible to all (including those with lower ability, SEND and EAL). • Set work that is appropriately challenging. b) Teachers take responsibility for developing students' reading skills and vocabulary.</p>	
<p>Previous learning What topics/units were you taught last term/year? (Jog their memory if unsure). What can you tell me about Y? Can you give me examples of the key words/vocabulary you used for topic Y? What are the main ideas about Y? Can you give an example of Y? How do you do Y? Can you explain Y?</p>	<p>5. Pedagogy Teachers possess secure pedagogical knowledge and understanding of how students learn and how to structure lessons and use lesson time productively to support learning and long-term memorisation. For example; a) Use starter tasks to engage students, share the "big picture", recap and build on prior learning. b) Share and clarify measurable and achievable learning outcomes linked to the planned sequence of learning. c) Present material in small steps in a logical sequence in line with the planned curriculum. d) Highlight and recap the key ideas during and after each step. e) Model, demonstrate and scaffold to reduce cognitive load. f) Provide appropriate time for guided/independent practice (rehearsal/elaboration). g) Review the key learning points of the lesson.</p>	
<p>Making connections Think about what you are learning about now. Have you studied this before or something similar? Are there any links/connections between what you are learning now and what you've learned before? Has the teacher made these links clear? What are they?</p>	<p>6. Assessment and feedback Teachers: a) Understand how their subject is assessed externally and apply this to their teaching and assessment practice. b) Use questioning, discussion and other formative assessment strategies to develop understanding and to identify gaps in learning/misconceptions. c) Adapt their teaching during lessons in response to mistakes/misconceptions to prevent students falling behind. d) Use regular* formative low-stakes assessments (retrieval practice) to strengthen retention and recall. e) Use formative and summative assessment* to allow students to demonstrate that they know more, understand more, can do more, and can remember more. f) Plan lessons and/or activities to address the mistakes and misconceptions identified by formative and summative assessment. g) Provide clear, actionable feedback* to help students identify what they need to do to improve. h) Ensure that students act on feedback provided*. * in line with the school's assessment and feedback policy</p>	
<p>Reading and comprehension Students are asked to read some subject-specific text relating to the current topic/unit. What do these words mean? Can you paraphrase what the paragraph is about?</p>	<p>7. Outcomes a) The planned curriculum is being taught, lessons do allow students to build on the knowledge and skills they learned previously. b) There is evidence that students are learning the planned curriculum (they know more, can do more and remember more) c) Students can read with fluency and comprehension appropriate to their age (or making progress) d) Subject residuals show ALL students make/are making progress in line with targets set (including PP and SEND).</p>	
<p>Progress How do you think/know you are doing well/making progress? What was the last feedback you received? What did it focus on? What could you/need to do to improve? What "fix it time" have you recently completed?</p>		
<p>POST- STUDENT CONVERSATION DISCUSSION/REFLECTION Do students' responses suggest that your curriculum is having impact i.e. the students are learning critical key knowledge and skills?</p>		
<p>What are the department's strengths /areas of development? What training needs/priorities have you identified?</p>		
<p>TASK Once a Student Conversation has been completed, CLs/HODs should use BlueSky to record their findings and determine a 'best fit' for the curriculum area.</p>		

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6) CURRICULUM CONVERSATIONS	QECSMAT QUALITY OF EDUCATION FRAMEWORK STANDARDS	"Best fit"?
<p>TASK Line Managers meet with members of their team to discuss data, pedagogy and support. Line managers should request a sample of books/folders for review.</p> <p>A) Evidence NOT recorded on Bluesky for Performance Management or QA Based upon the latest Go4Schools data, which of your groups/students are making progress? Are there particular students/classes/DLGs groups who are underperforming? How do you aim to tackle this? What interventions are in place? What support do you need in this?</p> <p>Do you have any concerns that you would like addressing/support with? Do you have any suggestions for improvements?</p> <p>A) Evidence recorded for Performance Management and used (generally) for QA What do you believe are your strengths as a subject teacher? Reflecting on your own practice, to what extent are you confident that you are meeting the QECSMAT Standards (based on the Teachers' Standards, Early Careers Framework and evidence-based best practice) in relation to whole-school priorities <i>such as</i>:</p> <div style="display: flex; align-items: center;"> <ol style="list-style-type: none"> 1. Managing behaviour? 2. Meeting the needs of all students? 3. Ensuring all students are challenged? 4. Formative assessment? <div style="font-size: 3em; margin: 0 10px;">}</div> <div style="margin-left: 10px;"> <p>Please elaborate, with reference to strategies you use.</p> </div> </div> <p>What areas of your practice would you like to develop/enhance?</p> <p>How have you engaged with your own professional development this term (knowledge, understanding and/or skills)? What techniques have you trialled/adapted and why? How successful were they? What have you learned and how will this inform your classroom practice?</p> <p>Which colleagues have you observed? What was the focus and why? How did/will this inform your practice? What are your next steps? How can the department/school continue to support your professional development?</p> <p>What areas of your practice would you like to develop/enhance next term?</p> <p>What was the last lesson you taught to Year X/Y? How did it fit in with the planned curriculum? What knowledge (inc. vocabulary), understanding and skills were critical to student learning/progress? How did your lesson help students to make progress towards intended 'end points'? Why are you teaching this now? What prior learning did you build on? How will breadth and depth be developed in future? What are the typical student mistakes/misconceptions about this topic/unit? How do you tackle these? Are there any specific strategies, approaches, resources you use?</p> <p>How do you/will you know that students have understood and remembered what they have been taught? How do you use assessment and review?</p> <p>Would you benefit from some topic/unit-specific training or support to teach this content in future? Are departmental resources appropriate and adequate? Could they be improved to deliver this topic/unit more effectively?</p> <p>TASK Once Curriculum Conversations have been completed with all members of the department, CLs/HODs should determine a 'best fit' for pedagogical subject knowledge and engagement with professional development for the department as a whole.</p>	<p>1. Curriculum plans a) Curriculum leaders have a clear and appropriate curriculum rationale, which is at least as ambitious of the National Curriculum. b) Curriculum leaders have shared their curriculum plans with the school community. c) The curriculum ensures a smooth transition from the previous Key Stage(s), building on prior learning and identifying/addressing knowledge and skills gaps. d) The curriculum is well sequenced to ensure continuity and progression. e) The curriculum has clear, specific 'end points' that are used to measure progress. f) Curriculum resources and assessments have been adapted to meet the needs of all learners.</p>	
	<p>2. High expectations and positive attitudes a) Teachers have high expectations of all students regardless of background and ability. b) Teachers create a positive and respectful classroom culture in which they clearly know and care about students and their learning. c) Teachers demonstrate consistently the positive attitudes, values and behaviour which are expected of students. d) Teachers encourage and motivate all students to work with positive attitudes, helping them to become resilient learners and to take pride in their achievements. Students are typically engaged and have a positive attitude towards their learning.</p>	S E D A
	<p>3. Effective behaviour management Teachers: a) Teachers ensure that students follow appropriate routines to create a safe and orderly environment for learning. b) Teachers are vigilant and tackle low-level disruption quickly and effectively. c) Teachers are vigilant and if bullying, aggression, discrimination or derogatory language occur they are dealt with quickly and effectively. d) Teachers use praise, warnings and sanctions fairly and consistently in accordance with the school's behaviour policy. e) Teachers employ behaviour management strategies that are appropriate to students' needs and behaviours. f) Teachers exercise appropriate authority in a way that maintains good relationships with students.</p>	S E D A
	<p>4. Secure subject and curriculum knowledge a) Teachers possess secure subject knowledge which allows them to: • present new material in a logical sequence • explain confidently, clearly and accurately • anticipate and tackle questions and misconceptions effectively • Select, adapt and/or design resources that are accessible to all (including those with lower ability, SEND and EAL). • Set work that is appropriately challenging. b) Teachers take responsibility for developing students' reading skills and vocabulary.</p>	S E D A
	<p>5. Pedagogy Teachers possess secure pedagogical knowledge and understanding of how students learn and how to structure lessons and use lesson time productively to support learning and long-term memorisation. For example; a) Use starter tasks to engage students, share the "big picture", recap and build on prior learning. b) Share and clarify measurable and achievable learning outcomes linked to the planned sequence of learning. c) Present material in small steps in a logical sequence in line with the planned curriculum. d) Highlight and recap the key ideas during and after each step. e) Model, demonstrate and scaffold to reduce cognitive load. f) Provide appropriate time for guided/independent practice (rehearsal/elaboration). g) Review the key learning points of the lesson.</p>	S E D A
	<p>6. Assessment and feedback Teachers: a) Understand how their subject is assessed externally and apply this to their teaching and assessment practice. b) Use questioning, discussion and other formative assessment strategies to develop understanding and to identify gaps in learning/misconceptions. c) Adapt their teaching during lessons in response to mistakes/misconceptions to prevent students falling behind. d) Use regular* formative low-stakes assessments (retrieval practice) to strengthen retention and recall. e) Use formative and summative assessment* to allow students to demonstrate that they know more, understand more, can do more, and can remember more. f) Plan lessons and/or activities to address the mistakes and misconceptions identified by formative and summative assessment. g) Provide clear, actionable feedback* to help students identify what they need to do to improve. h) Ensure that students act on feedback provided*. * in line with the school's assessment and feedback policy</p>	S E D A
	<p>7. Outcomes a) The planned curriculum is being taught, lessons do allow students to build on the knowledge and skills they learned previously. b) There is evidence that students are learning the planned curriculum (they know more, can do more and remember more). c) Students can read with fluency and comprehension appropriate to their age (or making progress). d) Subject residuals show ALL students make/are making progress in line with targets set (including PP and SEND).</p>	

7) DATA REVIEWS	QECSMAT QUALITY OF EDUCATION FRAMEWORK STANDARDS	"Best fit"?
<p>ATTAINMENT</p> <p>TASK Use G4S to collate the following data:</p> <ul style="list-style-type: none"> Avg. numeric points (all students) (FFT/CAT Target vs Predicted) % Grade 9-1 (FFT/CAT Target vs Predicted) 	<p>1. Curriculum plans</p> <p>a) Curriculum leaders have a clear and appropriate curriculum rationale, which is at least as ambitious of the National Curriculum.</p> <p>b) Curriculum leaders have shared their curriculum plans with the school community.</p> <p>c) The curriculum ensures a smooth transition from the previous Key Stage(s), building on prior learning and identifying/addressing knowledge and skills gaps.</p> <p>d) The curriculum is well sequenced to ensure continuity and progression.</p> <p>e) The curriculum has clear, specific 'end points' that are used to measure progress.</p> <p>f) Curriculum resources and assessments have been adapted to meet the needs of all learners.</p>	S E D A
<p>PROGRESS</p> <p>TASK Use G4S to collate the subject residuals (Target vs Predicted) for:</p> <ul style="list-style-type: none"> All students By group/class Male/Female PP/Non PP SEN E / SEN K / Non SEN EAL / Non EAL Mobile/Non Mobile 	<p>2. High expectations and positive attitudes</p> <p>a) Teachers have high expectations of all students regardless of background and ability.</p> <p>b) Teachers create a positive and respectful classroom culture in which they clearly know and care about students and their learning.</p> <p>c) Teachers demonstrate consistently the positive attitudes, values and behaviour which are expected of students.</p> <p>d) Teachers encourage and motivate all students to work with positive attitudes, helping them to become resilient learners and to take pride in their achievements. Students are typically engaged and have a positive attitude towards their learning.</p> <p>3. Effective behaviour management</p> <p>Teachers:</p> <p>a) Teachers ensure that students follow appropriate routines to create a safe and orderly environment for learning.</p> <p>b) Teachers are vigilant and tackle low-level disruption quickly and effectively.</p> <p>c) Teachers demonstrate consistently the positive attitudes, values and behaviour which are expected of students.</p> <p>d) Teachers use praise, warnings and sanctions fairly and consistently in accordance with the school's behaviour policy.</p> <p>e) Teachers employ behaviour management strategies that are appropriate to students' needs and behaviours.</p> <p>f) Teachers exercise appropriate authority in a way that maintains good relationships with students.</p>	
<p>DATA REVIEW DISCUSSION/REFLECTION</p> <p>1. How reliable/valid/robust is the data? Were the assessments authentic and standardised? Were the assessments appropriately challenging? Had students been taught the content? Were assessment accessible/appropriately scaffolded? Did the assessments have the correct AO weighting? Was marking accurate? Was it moderated?</p> <p>2. What issues do the data reveal? Are there any patterns in the data (over time)?</p> <p>3. Who is "below"? Who is "Significantly Below"?</p> <p>4. Which students might exceed their target?</p> <p>5. Which students/classes/groups are having the most impact on your data?</p> <p>6. What might be the reasons for the issues/underperformance identified - academic/behavioural/pastoral?</p> <p>7. What does Question Level Analysis reveal? What aspects of the curriculum are students struggling with (knowledge, concepts, skills, AOs, topics, units, etc.)?</p> <p>8. What is your plan to target underperformance? What interventions need to be implemented? By whom/where/when? Which students are to be targeted for intervention? Which aren't? Why? What will the intervention involve (e.g. Horsforth Quadrants, Diagnose, Therapy, Test)? If the intervention has already started how do you know it is having impact?</p> <p>9. How have you/will you use assessment evidence to improve the planning and delivery of the curriculum in future?</p> <p>10. For Y11 ONLY, survey your students and teachers and/or liaise with your post-16 co-ordinator. For students who have chosen to continue to study your subject post-16 are they on track to achieve the grade they need for college entry?</p>	<p>4. Secure subject and curriculum knowledge</p> <p>a) Teachers possess secure subject knowledge which allows them to:</p> <ul style="list-style-type: none"> present new material in a logical sequence explain confidently, clearly and accurately anticipate and tackle questions and misconceptions effectively <p>b) Select, adapt and/or design resources that are accessible to all (including those with lower ability, SEND and EAL).</p> <ul style="list-style-type: none"> Set work that is appropriately challenging. <p>b) Teachers take responsibility for developing students' reading skills and vocabulary.</p> <p>5. Pedagogy</p> <p>Teachers possess secure pedagogical knowledge and understanding of how students learn and how to structure lessons and use lesson time productively to support learning and long-term memorisation. For example;</p> <p>a) Use starter tasks to engage students, share the "big picture", recap and build on prior learning.</p> <p>b) Share and clarify measurable and achievable learning outcomes linked to the planned sequence of learning.</p> <p>c) Present material in small steps in a logical sequence in line with the planned curriculum.</p> <p>d) Highlight and recap the key ideas during and after each step.</p> <p>e) Model, demonstrate and scaffold to reduce cognitive load.</p> <p>f) Provide appropriate time for guided/independent practice (rehearsal/elaboration).</p> <p>g) Review the key learning points of the lesson.</p> <p>6. Assessment and feedback</p> <p>Teachers:</p> <p>a) Understand how their subject is assessed externally and apply this to their teaching and assessment practice.</p> <p>b) Use questioning, discussion and other formative assessment strategies to develop understanding and to identify gaps in learning/misconceptions.</p> <p>c) Adapt their teaching during lessons in response to mistakes/misconceptions to prevent students falling behind.</p> <p>d) Use regular* formative low-stakes assessments (retrieval practice) to strengthen retention and recall.</p> <p>e) Use formative and summative assessment* to allow students to demonstrate that they know more, understand more, can do more, and can remember more.</p> <p>f) Plan lessons and/or activities to address the mistakes and misconceptions identified by formative and summative assessment.</p> <p>g) Provide clear, actionable feedback* to help students identify what they need to do to improve.</p> <p>h) Ensure that students act on feedback provided*.</p> <p>* in line with the school's assessment and feedback policy</p>	
	<p>7. Outcomes</p> <p>a) The planned curriculum is being taught, lessons do allow students to build on the knowledge and skills they learned previously.</p> <p>b) There is evidence that students are learning the planned curriculum (they know more, can do more and remember more).</p> <p>c) Students can read with fluency and comprehension appropriate to their age (or making progress).</p> <p>d) Subject residuals show ALL students make/are making progress in line with targets set (including PP and SEND).</p>	S E D A

8) EVALUATION REPORT (informs Improvement Plan)			STANDARDS (to be completed in BlueSky)	
Discussion prompts			Clear strength - Good practice - Further development needed - Significant development needed	
INTENT	Planning Review	<i>Is there ambition for all? Is there effective sequencing for progression? Are there clear, specific end points? Is the planned use of assessment effective? Has the curriculum been adapted to ensure access? Is literacy embedded? What are the department's strengths /areas of development?</i>	'Best fit' judgement for Curriculum Intent?	SEDA
IMPLEMENTATION AND IMPACT	Climate Walks	<i>Did we see what you expected/hoped you'd see? Are whole-school policies and protocols being adhered to consistently? Is there a rationale for any variations e.g. different content/techniques seen in different classes? How likely is it that the teaching strategies/tasks/resources we saw will enable students to learn the critical knowledge and skills required for them to make progress? Why/why not? Are you now aware of any different strengths/areas of development? If so, what priorities/training needs have you identified?</i>	'Best fit' judgement for Climate Walks?	SEDA
	Work Scrutiny	<i>Did we see what you expected/hoped you'd see? Is there consistency in the quality and quantity of work/assessments seen across different groups? Are whole-school expectations relating to assessment and feedback being met consistently? Are you confident that the students are covering and learning critical key knowledge and skills? What are the department's strengths /areas of development? What training needs/priorities have you identified?</i>	'Best fit' judgement for Work Scrutiny?	SEDA
	Student Surveys	<i>Do students' responses to the survey suggest that your curriculum is being delivered effectively and consistently? What are the department's strengths /areas of development?</i>	'Best fit' judgement for Student Surveys?	SEDA
IMPACT	Student Conversations	<i>Is there robust evidence that students are learning/making progress in your subject i.e. they know more, can do more and remember more over time)? Are you confident that students can recall the critical content that they are being taught over time? What are the department's strengths /areas of development?</i>	'Best fit' judgement for Student Conversations?	SEDA
INTENT, IMPLEMENTATION AND IMPACT	Curriculum Conversations	<i>Does the team consist of teachers who are reflective practitioners with secure pedagogical subject knowledge of the topics/units they teach? Do the teachers have a secure overview of evidence-based best practice which they apply to evaluate their own practice and training needs? Are the teachers actively engaged in their own professional development?</i>	'Best fit' judgement for Curriculum Conversations?	SEDA
IMPACT	Data review	<i>Are students making progress in line with expectations (from their starting points)? Is the department achieving its targets or showing a trend of improvement over time? Are students successful in accessing their chosen post-16 pathways based upon their performance in the subject? Is intervention strategically targeted and effective? What are the department's strengths /areas of development?</i>	'Best fit' judgement for Data Review?	SEDA
	Evaluation	<i>What difference is your curriculum making? Is it succeeding in its intended aims? Is the planned curriculum being delivered effectively as intended across the department? Is there robust evidence that students are learning/making progress in your subject i.e. they know more, can do more and remember more over time)? Are you confident that students can recall the critical content that they are being taught over time? Do subject residuals show that students are making progress in line with expectations (from their starting points)? Does this include groups such as disadvantaged and SEND? Is QA evidence, assessment data, etc. being used to drive curriculum improvements?</i>	Overall 'Best fit' judgement for Quality of Education?	SEDA