

# **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.







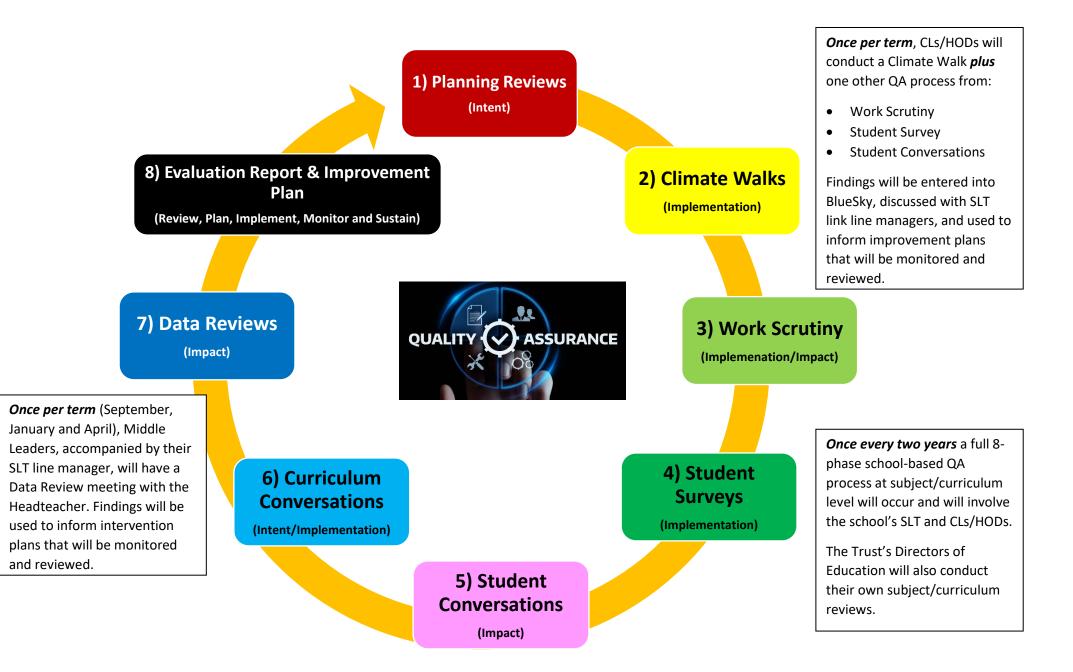
#### 'Good' QA is...

- 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
  - $\circ$  ~ Focused on ensuring access to the curriculum for all
  - o Focused on "real" learning i.e. what students can remember and do
  - o 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	<ol> <li>Curriculum plans         <ul> <li>Curriculum leaders have a clear and appropriate curriculum rationale, which is at least as ambitious of the National Curriculum.</li> <li>Curriculum leaders have shared their curriculum plans with the school community.</li> <li>Che curriculum ensures a smooth transition from the previous Key Stage(s), building on prior learning and identifying/addressing knowledge and skills gaps.</li> <li>The curriculum has clear, specific 'end points' that are used to measure progress.</li> <li>Curriculum resources and assessments have been adapted to meet the needs of all learners.</li> </ul> </li> </ol>	S- Showcase (to be shared) E - Effective D - Development Needed A - Urgent Action required
IMPLEMENTATION	<ul> <li>2. High expectations and positive attitudes <ul> <li>a) Teachers have high expectations of all students regardless of background and ability.</li> <li>b) Teachers create a positive and respectful classroom culture in which they clearly know and care about students and their learning.</li> <li>c) Teachers demonstrate consistently the positive attitudes, values and behaviour which are expected of students.</li> <li>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.</li> </ul> </li> <li>3. Effective behaviour management <ul> <li>Teachers:</li> <li>a) Teachers are vigilant and tackle low-level disruption quickly and effectively.</li> <li>c) Teachers are vigilant and if bullying, aggression, discrimination or derogatory language occur they are dealt with quickly and effectively.</li> <li>d) Teachers employ behaviour management strategies that are appropriate to students' needs and behaviour policy.</li> <li>e) Teachers employ behaviour is automity in a way that maintains good relationships with students.</li> </ul> </li> </ul>	S- Showcase (to be shared) E - Effective D - Development Needed A - Urgent Action required S- Showcase (to be shared) E - Effective D - Development Needed A - Urgent Action required
	<ul> <li>4. Secure subject and curriculum knowledge</li> <li>a) Teachers possess secure subject knowledge which allows them to:</li> <li>present new material in a logical sequence</li> <li>explain confidently, clearly and accurately</li> <li>anticipate and tackle questions and misconceptions effectively</li> <li>Select, adapt and/or design resources that are accessible to all (including those with lower ability, SEND and EAL).</li> <li>Set work that is appropriately challenging.</li> <li>b) Teachers take responsibility for developing students' reading skills and vocabulary.</li> </ul>	S- Showcase (to be shared) E - Effective D - Development Needed A - Urgent Action required
	<ul> <li>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; <ul> <li>a) Use starter tasks to engage students, share the "big picture", recap and build on prior learning.</li> <li>b) Share and clarify measurable and achievable learning outcomes linked to the planned sequence of learning.</li> <li>c) Present material in small steps in a logical sequence in line with the planned curriculum.</li> <li>d) Highlight and recap the key ideas during and after each step.</li> <li>e) Model, demonstrate and scaffold to reduce cognitive load.</li> <li>f) Provide appropriate time for guided/independent practice (rehearsal/elaboration).</li> <li>g) Review the key learning points of the lesson.</li> </ul></li></ul>	S- Showcase (to be shared) E - Effective D - Development Needed A - Urgent Action required
	<ul> <li>6. Assessment and feedback</li> <li>Teachers: <ul> <li>a) Understand how their subject is assessed externally and apply this to their teaching and assessment practice.</li> <li>b) Use questioning, discussion and other formative assessment strategies to develop understanding and to identify gaps in learning/misconceptions.</li> <li>c) Adapt their teaching during lessons in response to mistakes/misconceptions to prevent students falling behind.</li> <li>d) Use regular* formative low-stakes assessments (retrieval practice) to strengthen retention and recall.</li> <li>e) Use formative and summative assessment* to allow students to demonstrate that they know more, understand more, can do more, and can remember more.</li> <li>f) Plan lessons and/or activities to address the mistakes and misconceptions identified by formative and summative assessment.</li> <li>g) Provide clear, actionable feedback* to help students identify what they need to do to improve.</li> <li>h) Ensure that students act on feedback provided*.</li> <li>* in line with the school's assessment and feedback policy</li> </ul> </li> </ul>	S- Showcase (to be shared) E - Effective D - Development Needed A - Urgent Action required
IMPACT	<ul> <li>7. Outcomes <ul> <li>a) The planned curriculum is being taught, lessons do allow students to build on the knowledge and skills they learned previously.</li> <li>b) There is evidence that students are learning the planned curriculum (they know more, can do more and remember more)</li> <li>c) Students can read with fluency and comprehension appropriate to their age (or making progress)</li> <li>d) Subject residuals show ALL students make/are making progress in line with targets set (including PP and SEND).</li> </ul> </li> </ul>	S- Showcase (to be shared) E - Effective D - Development Needed A - Urgent Action required

1) PLANNING REVIEWS	QEGSMAT QUALITY OF EDUCATION FRAMEWORK STANDARDS	"Best fit"?
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, CEAIG and PSHE/RSE)?	<ul> <li>1. Curriculum plans         <ul> <li>a) Curriculum leaders have a clear and appropriate curriculum rationale, which is at least as ambitious of the National Curriculum.</li> <li>b) Curriculum leaders have shared their curriculum plans with the school community.</li> <li>c) The curriculum ensures a smooth transition from the previous Key Stage(s), building on prior learning and identifying/addressing knowledge and skills gaps.</li> <li>d) The curriculum is well sequenced to ensure continuity and progression.</li> <li>e) The curriculum has clear, specific 'end points' that are used to measure progress.</li> </ul> </li> </ul>	S E D
Is your curriculum at least as ambitious as the National Curriculum (where applicable) in terms of breadth of coverage?	<ul> <li>f) Curriculum resources and assessments have been adapted to meet the needs of all learners.</li> <li>2. High expectations and positive attitudes <ul> <li>a) Teachers have high expectations of all students regardless of background and ability.</li> </ul> </li> </ul>	A
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?	<ul> <li>b) Teachers create a positive and respectful classroom culture in which they clearly flow and care about students and their learning.</li> <li>c) Teachers demonstrate consistently the positive attitudes, values and behaviour which are expected of students.</li> <li>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.</li> <li>Students are typically engaged and have a positive attitude towards their learning.</li> </ul>	
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?	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.	
Broadly speaking, what are the core knowledge, skills, concepts and themes that thread through your subject/curriculum and make it unique?	<ul> <li>c) Teachers are vigilant and if bullying, aggression, discrimination or derogatory language occur they are dealt with quickly and effectively.</li> <li>d) Teachers use praise, warnings and sanctions fairly and consistently in accordance with the school's behaviour policy.</li> <li>e) Teachers employ behaviour management strategies that are appropriate to students' needs and behaviours.</li> </ul>	
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'	f) Teachers exercise appropriate authority in a way that maintains good relationships with students. 4. Secure subject and curriculum knowledge a) Teachers possess secure subject knowledge which allows them to: <ul> <li>present new material in a logical sequence</li> <li>explain confidently, clearly and accurately</li> <li>anticipate and tackle guestions and misconceptions effectively</li> </ul>	SE
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?	<ul> <li>Select, adapt and/or design resources that are accessible to all (including those with lower ability, SEND and EAL).</li> <li>Set work that is appropriately challenging.</li> <li>b) Teachers take responsibility for developing students' reading skills and vocabulary.</li> <li>S. Pedagogy</li> <li>Teachers possess secure pedagogical knowledge and understanding of how students learn and how to structure lessons and use lesson time productively to support</li> </ul>	D A
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?	<ul> <li>learning and long-term memorisation. For example;</li> <li>a) Use starter tasks to engage students, share the "big picture", recap and build on prior learning.</li> <li>b) Share and clarify measurable and achievable learning outcomes linked to the planned sequence of learning.</li> <li>c) Present material in small steps in a logical sequence in line with the planned curriculum.</li> <li>d) Highlight and recap the key ideas during and after each step.</li> <li>e) Model, demonstrate and scaffold to reduce cognitive load.</li> </ul>	
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	<ul> <li>f) Provide appropriate time for guided/independent practice (rehearsal/elaboration).</li> <li>g) Review the key learning points of the lesson.</li> <li>6. Assessment and feedback</li> <li>Teachers:</li> </ul>	
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.?	<ul> <li>a) Understand how their subject is assessed externally and apply this to their teaching and assessment practice.</li> <li>b) Use questioning, discussion and other formative assessment strategies to develop understanding and to identify gaps in learning/misconceptions.</li> <li>c) Adapt their teaching during lessons in response to mistakes/misconceptions to prevent students falling behind.</li> <li>d) Use regular* formative low-stakes assessments (retrieval practice) to strengthen retention and recall.</li> <li>e) Use formative and summative assessment* to allow students to demonstrate that they know more, understand more, can do more, and can remember more.</li> <li>f) Plan lessons and/or activities to address the mistakes and misconceptions identified by formative and summative assessment.</li> </ul>	S E D
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?	<ul> <li>g) Provide clear, actionable feedback* to help students identify what they need to do to improve.</li> <li>h) Ensure that students act on feedback provided*.</li> <li>* in line with the school's assessment and feedback policy</li> <li>7. Outcomes</li> </ul>	A
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?	<ul> <li>a) The planned curriculum is being taught, lessons do allow students to build on the knowledge and skills they learned previously.</li> <li>b) There is evidence that students are learning the planned curriculum (they know more, can do more and remember more)</li> <li>c) Students can read with fluency and comprehension appropriate to their age (or making progress)</li> <li>d) Subject residuals show ALL students make/are making progress in line with targets set (including PP and SEND).</li> </ul>	

Part - Control	2) CLIMATE WALKS	QEGSMAT QUALITY OF EDUCATION FRAMEWORK STANDARDS	"Best fit"?
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<ul> <li>What training or support has been/is being put in place to teach this to price in specifically?</li> <li>Overall, how effectively do you think your curriculum is being delivered? What will we "see" during visits to lessons?</li> <li>ACTIVIT</li> <li>Columate Walks must focis on the two non-consecutive year groups discussed during the Planning Review phase and the "critical" content of the is apportately (hollenging.</li> <li>Di Exchers passes secure subject (and esging resources that are accessible to all (including those with lower ability, SEND and EAL).</li> <li>Set work that is apportately (hollenging.</li> <li>Di Exchers passes secure pedagogical howledge and understanding of how students learn and how to structure lessons and use lesson time productively to support learning and long-term memory constants.</li> <li>Set work that is apportately (bedies grant and accel question accel (accel pack).</li></ul>			
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	Once Climate Walks have been completed, CL/HOD/HOY should use BlueS to record their findings and determine a 'best fit' for the curriculum area.		Α

3) WORK SCRUTINY	QEGSMAT QUALITY OF EDUCATION FRAMEWORK STANDARDS	"Best fit"?
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.	<ol> <li>Curriculum plans         <ul> <li>Curriculum leaders have a clear and appropriate curriculum rationale, which is at least as ambitious of the National Curriculum.</li> <li>Curriculum leaders have shared their curriculum plans with the school community.</li> <li>The curriculum ensures a smooth transition from the previous Key Stage(s), building on prior learning and identifying/addressing knowledge and skills gaps.</li> <li>The curriculum is well sequenced to ensure continuity and progression.</li> </ul> </li> </ol>	S E D
<ul> <li>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.</li> <li>Work Scrutiny should be used to determine that: <ul> <li>The planned curriculum is being taught consistently across the department.</li> <li>Whole-school / departmental policies and protocols relating to assessment and feedback are being adhered to consistently.</li> <li>Students have positive attitudes towards their learning (as indicated by presentation and the amount of work completed).</li> <li>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.</li> </ul> </li> </ul>	<ul> <li>e) The curriculum has clear, specific 'end points' that are used to measure progress.</li> <li>f) Curriculum resources and assessments have been adapted to meet the needs of all learners.</li> <li><b>2. High expectations and positive attitudes</b> <ul> <li>a) Teachers have high expectations of all students regardless of background and ability.</li> <li>b) Teachers create a positive and respectful classroom culture in which they clearly know and care about students and their learning.</li> <li>c) Teachers create a positive and respectful classroom culture in which they clearly know and care about students and their learning.</li> <li>c) Teachers create a positive attitudes, values and behaviour which are expected of students.</li> <li>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.</li> <li>Students are typically engaged and have a positive attitude towards their learning.</li> </ul> </li> <li><b>3.</b> Effective behaviour management Teachers: <ul> <li>a) Teachers are vigilant and tackle low-level disruption quickly and effectively.</li> <li>c) Teachers are vigilant and if bullying, aggression, discrimination or derogatory language occur they are dealt with quickly and effectively.</li> <li>d) Teachers use praise, warnings and sanctions fairly and consistently in accordance with the school's behaviour policy.</li> </ul> </li> </ul>	A S D A
<ul> <li>Students have regular opportunities for practise/to apply knowledge and skills (not just make notes).</li> <li>The curriculum has been adapted to ensure access to intended end points as indicated by resources (e.g. scaffolded worksheets).</li> <li>Scrutiny of assessments should be used to determine that:         <ul> <li>Formative and summative assessments are designed to align with the planned curriculum and intended end points.</li> <li>Low-stakes retrieval practice is embedded into classroom practice.</li> <li>End of topic/unit summative assessments are authentic (and scaffolded</li> </ul> </li> </ul>	<ul> <li>e) Teachers employ behaviour management strategies that are appropriate to students' needs and behaviours.</li> <li>f) Teachers exercise appropriate authority in a way that maintains good relationships with students</li> <li><b>4. Secure subject and curriculum knowledge</b> <ul> <li>a) Teachers possess secure subject knowledge which allows them to:</li> <li>present new material in a logical sequence</li> <li>explain confidently, clearly and accurately</li> <li>anticipate and tackle questions and misconceptions effectively</li> <li>Select, adapt and/or design resources that are accessible to all (including those with lower ability, SEND and EAL).</li> <li>Set work that is appropriately challenging.</li> <li>b) Teachers take responsibility for developing students' reading skills and vocabulary.</li> </ul> </li> </ul>	S E D A
<ul> <li>where appropriate).</li> <li>Student responses in summative assessments indicate that learning is 'durable' (i.e. has been committed to long-term memory).</li> <li>Marking is accurate, recognising and addressing mistakes and especially errors/misconceptions.</li> <li>Written feedback is specific and actionable.</li> <li>Students are committed to their learning - all students make necessary corrections/improvements after quizzes and assessments and/or in response to feedback.</li> </ul>	<ul> <li>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; <ul> <li>a) Use starter tasks to engage students, share the "big picture", recap and build on prior learning.</li> <li>b) Share and clarify measurable and achievable learning outcomes linked to the planned sequence of learning.</li> <li>c) Present material in small steps in a logical sequence in line with the planned curriculum.</li> <li>d) Highlight and recap the key ideas during and after each step.</li> <li>e) Model, demonstrate and scaffold to reduce cognitive load.</li> <li>f) Provide appropriate time for guided/independent practice (rehearsal/elaboration).</li> </ul></li></ul>	S E D A
<ul> <li>POST-WORK SCRUTINY DISCUSSION/REFLECTION</li> <li>Did we see what you expected/hoped you'd see?</li> <li>Are departmental/whole-school policies and protocols relating to assessment and feedback being adhered to consistently?</li> <li>Are you confident that the students are learning critical key knowledge and skills at sufficient breadth and depth to ensure progress?</li> <li>Is there consistency in the quality and quantity of work/assessments seen across different groups? Is there a justifiable rationale for any variations seen?</li> <li>Can all students access the curriculum in order to make progress?</li> <li>Is marking accurate? Is feedback appropriate?</li> <li>What are the department's strengths /areas of development? What training needs/priorities have you identified?</li> </ul>	<ul> <li>g) Review the key learning points of the lesson.</li> <li>6. Assessment and feedback Teachers: <ul> <li>a) Understand how their subject is assessed externally and apply this to their teaching and assessment practice.</li> <li>b) Use questioning, discussion and other formative assessment strategies to develop understanding and to identify gaps in learning/misconceptions.</li> <li>c) Adapt their teaching during lessons in response to mistakes/misconceptions to prevent students falling behind.</li> <li>d) Use regular* formative low-stakes assessments (retrieval practice) to strengthen retention and recall.</li> <li>e) Use formative and summative assessments (retrieval practice) to strengthen retention and recall.</li> <li>e) Use formative and summative assessments to allow students to demonstrate that they know more, understand more, can do more, and can remember more.</li> <li>f) Plan lessons and/or activities to address the mistakes and misconceptions identified by formative and summative assessment.</li> <li>g) Provide clear, actionable feedback* to help students identify what they need to do to improve.</li> <li>h) Ensure that students act on feedback provided*.</li> <li>* in line with the school's assessment and feedback policy</li> </ul> </li> <li>7. Outcomes <ul> <li>a) The planned curriculum is being taught, lessons do allow students to build on the knowledge and skills they learned previously.</li> <li>b) There is evidence that students are learning the planned curriculum (they know more, can do more and remember more)</li> <li>c) Students can read with fluency and comprehension appropriate to their age (or making progress)</li> </ul> </li> </ul>	S E D A S E
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.	d) Subject residuals show ALL students make/are making progress in line with targets set (including PP and SEND).	D A

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

5) STUDENT CONVERSATIONS	QEGSMAT QUALITY OF EDUCATION FRAMEWORK STANDARDS	"Best fit"?
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.	<ol> <li>Curriculum plans         <ul> <li>Curriculum leaders have a clear and appropriate curriculum rationale, which is at least as ambitious of the National Curriculum.</li> <li>Curriculum leaders have shared their curriculum plans with the school community.</li> <li>The curriculum ensures a smooth transition from the previous Key Stage(s), building on prior learning and identifying/addressing knowledge and skills gaps.</li> <li>The curriculum is well sequenced to ensure continuity and progression.</li> <li>The curriculum has clear, specific 'end points' that are used to measure progress.</li> <li>Curriculum resources and assessments have been adapted to meet the needs of all learners.</li> </ul> </li> </ol>	
Focus on the 'critical' knowledge (inc. vocabulary), understanding and skills that students should have learned/be able to recall.	<ul> <li>2. High expectations and positive attitudes</li> <li>a) Teachers have high expectations of all students regardless of background and ability.</li> <li>b) Teachers create a positive and respectful classroom culture in which they clearly know and care about students and their learning.</li> </ul>	
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.	<ul> <li>c) Teachers demonstrate consistently the positive attitudes, values and behaviour which are expected of students.</li> <li>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.</li> <li>3. Effective behaviour management</li> </ul>	
<b>Current learning</b> 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?	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.	
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?	<ul> <li>f) Teachers exercise appropriate authority in a way that maintains good relationships with students.</li> <li>4. Secure subject and curriculum knowledge</li> <li>a) Teachers possess secure subject knowledge which allows them to:</li> <li>present new material in a logical sequence</li> <li>explain confidently, clearly and accurately</li> <li>anticipate and tackle questions and misconceptions effectively</li> </ul>	
Making connections Think about what you are learning about now. Have you studied this before or something similar? Are there are 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?	<ul> <li>Select, adapt and/or design resources that are accessible to all (including those with lower ability, SEND and EAL).</li> <li>Set work that is appropriately challenging.</li> <li>Teachers take responsibility for developing students' reading skills and vocabulary.</li> <li>Set Pedagogy</li> <li>Teachers possess secure pedagogical knowledge and understanding of how students learn and how to structure lessons and use lesson time productively to</li> </ul>	
<b>Reading and comprehension</b> 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?	<ul> <li>support learning and long-term memorisation. For example;</li> <li>a) Use starter tasks to engage students, share the "big picture", recap and build on prior learning.</li> <li>b) Share and clarify measurable and achievable learning outcomes linked to the planned sequence of learning.</li> <li>c) Present material in small steps in a logical sequence in line with the planned curriculum.</li> <li>d) Highlight and recap the key ideas during and after each step.</li> </ul>	
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?	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. 6. Assessment and feedback Teachers:	
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?	<ul> <li>a) Understand how their subject is assessed externally and apply this to their teaching and assessment practice.</li> <li>b) Use questioning, discussion and other formative assessment strategies to develop understanding and to identify gaps in learning/misconceptions.</li> <li>c) Adapt their teaching during lessons in response to mistakes/misconceptions to prevent students falling behind.</li> <li>d) Use regular* formative low-stakes assessments (retrieval practice) to strengthen retention and recall.</li> </ul>	S E
What are the department's strengths /areas of development? What training needs/priorities have you identified?	<ul> <li>e) Use formative and summative assessment* to allow students to demonstrate that they know more, understand more, can do more, and can remember more.</li> <li>f) Plan lessons and/or activities to address the mistakes and misconceptions identified by formative and summative assessment.</li> <li>g) Provide clear, actionable feedback* to help students identify what they need to do to improve.</li> <li>h) Ensure that students act on feedback provided*.</li> </ul>	D A
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.	<ul> <li>* in line with the school's assessment and feedback policy</li> <li>7. Outcomes <ul> <li>a) The planned curriculum is being taught, lessons do allow students to build on the knowledge and skills they learned previously.</li> <li>b) There is evidence that students are learning the planned curriculum (they know more, can do more and remember more)</li> <li>c) Students can read with fluency and comprehension appropriate to their age (or making progress)</li> </ul> </li> </ul>	S E D
	d) Subject residuals show ALL students make/are making progress in line with targets set (including PP and SEND).	Α

6) CURRICULUM CONVERSAT	IONS	QEGSMAT QUALITY OF EDUCATION FRAMEWORK STANDARDS	"Best fit"?
<u>TASK</u> 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.		<ol> <li>Curriculum plans</li> <li>Curriculum leaders have a clear and appropriate curriculum rationale, which is at least as ambitious of the National Curriculum.</li> <li>Curriculum leaders have shared their curriculum plans with the school community.</li> </ol>	
		c) The curriculum ensures a smooth transition from the previous Key Stage(s), building on prior learning and identifying/addressing knowledge and skills gaps.	
A) Evidence NOT recorded on Bluesky for Performa		d) The curriculum is well sequenced to ensure continuity and progression.	
Based upon the latest Go4Schools data, which of yo		e) The curriculum has clear, specific 'end points' that are used to measure progress.	
progress? Are there particular students/classes/DLG		f) Curriculum resources and assessments have been adapted to meet the needs of all learners.	
How do you aim to tackle this? What interventions	are in place? What support do you	2. High expectations and positive attitudes	S
need in this?		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.	E
Do you have any concerns that you would like addre	essing/support with?	c) Teachers demonstrate consistently the positive attitudes, values and behaviour which are expected of students.	D
Do you have any suggestions for improvements?		d) Teachers encourage and motivate all students to work with positive attitudes, helping them to become resilient learners and to take pride in their	
A) Evidence recorded for Performance Management and used (generically) for QA		achievements. Students are typically engaged and have a positive attitude towards their learning.	Α
		3. Effective behaviour management	
What do you believe are your strengths as a subject		Teachers:	S
Reflecting on your own practice, to what extent are		a) Teachers ensure that students follow appropriate routines to create a safe and orderly environment for learning.	
the QEGSMAT Standards (based on the Teachers' St		b) Teachers are vigilant and tackle low-level disruption quickly and effectively.	E
and evidence-based best practice) in relation to wh	ole-school priorities such as:	c) Teachers are vigilant and if bullying, aggression, discrimination or derogatory language occur they are dealt with quickly and effectively.	D
A Managaing Kabaying		d) Teachers use praise, warnings and sanctions fairly and consistently in accordance with the school's behaviour policy.	_
1. Managing behaviour?	Please elaborate,	e) Teachers employ behaviour management strategies that are appropriate to students' needs and behaviours.	Α
2. Meeting the needs of all students?	with reference to	f) Teachers exercise appropriate authority in a way that maintains good relationships with students.	
3. Ensuring all students are challenged?	strategies you use.	4. Secure subject and curriculum knowledge	
4. Formative assessment?	5 ,	a) Teachers possess secure subject knowledge which allows them to:	S
		present new material in a logical sequence	
What areas of your practice would you like to devel	lop/enhance?	explain confidently, clearly and accurately	E
		anticipate and tackle questions and misconceptions effectively	D
How have you engaged with your own professional		Select, adapt and/or design resources that are accessible to all (including those with lower ability, SEND and EAL).	
understanding and/or skills)? What techniques have		Set work that is appropriately challenging.	Α
How successful were they? What have you learned	and how will this inform your	b) Teachers take responsibility for developing students' reading skills and vocabulary.	
classroom practice?		5. Pedagogy	
		Teachers possess secure pedagogical knowledge and understanding of how students learn and how to structure lessons and use lesson time productively to	
Which colleagues have you observed? What was the focus and why? How did/will this		support learning and long-term memorisation. For example;	S
inform your practice? What are your next steps? How can the department/school		a) Use starter tasks to engage students, share the "big picture", recap and build on prior learning.	
continue to support your professional development	t?	b) Share and clarify measurable and achievable learning outcomes linked to the planned sequence of learning.	E
		c) Present material in small steps in a logical sequence in line with the planned curriculum.	D
What areas of your practice would you like to devel	lop/enhance next term?	d) Highlight and recap the key ideas during and after each step.	U
		e) Model, demonstrate and scaffold to reduce cognitive load.	Α
What was the last lesson you taught to Year X/Y? Ho	•	f) Provide appropriate time for guided/independent practice (rehearsal/elaboration).	
curriculum? What knowledge (inc. vocabulary), und	•	g) Review the key learning points of the lesson.	
student learning/progress? How did your lesson he		6. Assessment and feedback	
towards intended 'end points'? Why are you teaching		Teachers:	
you build on? How will breadth and depth be devel	•	a) Understand how their subject is assessed externally and apply this to their teaching and assessment practice.	
What are the typical student mistakes/misconception		b) Use questioning, discussion and other formative assessment strategies to develop understanding and to identify gaps in learning/misconceptions.	S
you tackle these? Are there any specific strategies, a	approaches, resources you use?	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
How do you/will you know that students have unde		e) Use formative and summative assessments (retrieval practice) to strengthen retention and recail.	D
have been taught? How do you use assessment and	a review?	f) Plan lessons and/or activities to address the mistakes and misconceptions identified by formative and summative assessment.	
Manual and the former of the second s		g) Provide clear, actionable feedback* to help students identify what they need to do to improve.	Α
Would you benefit from some topic/unit-specific tra	•	h) Ensure that students act on feedback provided*.	
content in future? Are departmental resources app		* in line with the school's assessment and feedback policy	
be improved to deliver this topic/unit more effectiv	elà.		
TACK		7. Outcomes	
TASK		a) The planned curriculum is being taught, lessons do allow students to build on the knowledge and skills they learned previously.	
Once Curriculum Conversations have been comple		b) There is evidence that students are learning the planned curriculum (they know more, can do more and remember more).	
department, CLs/HODs should determine a 'best fi		c) Students can read with fluency and comprehension appropriate to their age (or making progress).	
knowledge and engagement with professional dev	relopment for the department as a	d) Subject residuals show ALL students make/are making progress in line with targets set (including PP and SEND).	
whole.			

7)	DATA REVIEWS	QEGSMAT QUALITY OF EDUCATION FRAMEWORK STANDARDS	"Best fit"?
TAS	AINMENT <u>K</u> G4S to collate the following data: Avg. numeric points (all students) (FFT/CAT Target vs Predicted) % Grade 9-1 (FFT/CAT Target vs Predicted)	<ol> <li>Curriculum plans         <ul> <li>Curriculum leaders have a clear and appropriate curriculum rationale, which is at least as ambitious of the National Curriculum.</li> <li>Curriculum leaders have shared their curriculum plans with the school community.</li> <li>The curriculum ensures a smooth transition from the previous Key Stage(s), building on prior learning and identifying/addressing knowledge and skills gaps.</li> <li>The curriculum is well sequenced to ensure continuity and progression.</li> <li>The curriculum has clear, specific 'end points' that are used to measure progress.</li> </ul> </li> </ol>	S E D A
TAS	GRESS <u>K</u> G4S to collate the subject residuals (Target vs Predicted) for: All students By group/class Male/Female PP/Non PP SEN E / SEN K / Non SEN	<ul> <li>f) Curriculum resources and assessments have been adapted to meet the needs of all learners.</li> <li>2. High expectations and positive attitudes <ul> <li>a) Teachers have high expectations of all students regardless of background and ability.</li> <li>b) Teachers create a positive and respectful classroom culture in which they clearly know and care about students and their learning.</li> <li>c) Teachers demonstrate consistently the positive attitudes, values and behaviour which are expected of students.</li> <li>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.</li> </ul> </li> <li>3. Effective behaviour management Teachers:</li> </ul>	
• • <u>DAT</u>	EAL / Non EAL Mobile/Non Mobile	<ul> <li>a) Teachers ensure that students follow appropriate routines to create a safe and orderly environment for learning.</li> <li>b) Teachers are vigilant and tackle low-level disruption quickly and effectively.</li> <li>c) Teachers are vigilant and if bullying, aggression, discrimination or derogatory language occur they are dealt with quickly and effectively.</li> <li>d) Teachers are vigilant and if bullying, aggression, discrimination or derogatory language occur they are dealt with quickly and effectively.</li> <li>d) Teachers use praise, warnings and sanctions fairly and consistently in accordance with the school's behaviour policy.</li> <li>e) Teachers employ behaviour management strategies that are appropriate to students' needs and behaviours.</li> </ul>	
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?	f) Teachers exercise appropriate authority in a way that maintains good relationships with students.     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         enticipate and tackle questions and misconceptions effectively	
2.	What issues do the data reveal? Are there any patterns in the data (over time)?	<ul> <li>Select, adapt and/or design resources that are accessible to all (including those with lower ability, SEND and EAL).</li> <li>Set work that is appropriately challenging.</li> <li>Teachers take responsibility for developing students' reading skills and vocabulary.</li> </ul>	
3. 4.	Who is "below"? Who is "Significantly Below"? Which students might exceed their target?	5. Pedagogy Teachers possess secure pedagogical knowledge and understanding of how students learn and how to structure lessons and use lesson time productively to	
5.	Which students/classes/groups are having the most impact on your data?	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.	
6.	What might be the reasons for the issues/underperformance identified - academic/behavioural/pastoral?	<ul> <li>c) Present material in small steps in a logical sequence in line with the planned curriculum.</li> <li>d) Highlight and recap the key ideas during and after each step.</li> <li>e) Model, demonstrate and scaffold to reduce cognitive load.</li> </ul>	
7.	What does Question Level Analysis reveal? What aspects of the curriculum are students struggling with (knowledge, concepts, skills, AOs, topics, units, etc.)?	<ul> <li>f) Provide appropriate time for guided/independent practice (rehearsal/elaboration).</li> <li>g) Review the key learning points of the lesson.</li> <li>6. Assessment and feedback</li> </ul>	
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?	<ul> <li>b) Assessment and recuber</li> <li>c) Assessment and recuber</li> <li>a) Understand how their subject is assessed externally and apply this to their teaching and assessment practice.</li> <li>b) Use questioning, discussion and other formative assessment strategies to develop understanding and to identify gaps in learning/misconceptions.</li> <li>c) Adapt their teaching during lessons in response to mistakes/misconceptions to prevent students falling behind.</li> <li>d) Use regular* formative low-stakes assessments (retrieval practice) to strengthen retention and recall.</li> <li>e) Use formative and summative assessment* to allow students to demonstrate that they know more, understand more, can do more, and can remember more.</li> </ul>	
9.	How have you/will you use assessment evidence to improve the planning and delivery of the curriculum in future?	<ul> <li>f) Plan lessons and/or activities to address the mistakes and misconceptions identified by formative and summative assessment.</li> <li>g) Provide clear, actionable feedback* to help students identify what they need to do to improve.</li> <li>h) Ensure that students act on feedback provided*.</li> </ul>	
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?	<ul> <li>a) The planned curriculum is being taught, lessons do allow students to build on the knowledge and skills they learned previously.</li> <li>b) There is evidence that students are learning the planned curriculum (they know more, can do more and remember more).</li> <li>c) Students can read with fluency and comprehension appropriate to their age (or making progress).</li> <li>d) Subject residuals show ALL students make/are making progress in line with targets set (including PP and SEND).</li> </ul>	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	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?	'Best fit' judgement for Curriculum Intent?	SEDA	
AND IMPACT	Climate Walks	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?	'Best fit' judgement for Climate Walks?	SEDA	
IMPLEMENTATION AN	Work Scrutiny	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?	'Best fit' judgement for Work Scrutiny?	SEDA	
IMPLEM	Student Surveys	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?	'Best fit' judgement for Student Surveys?	SEDA	
IMPACT	Student Conversations	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?	'Best fit' judgement for Student Conversations?	SEDA	
INTENT, IMPLEMENTATION AND IMPACT	Curriculum Conversations	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?	'Best fit' judgement for Curriculum Conversations?	SEDA	
IMPACT	Data review	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?	'Best fit' judgement for Data Review?	SEDA	
	Evaluation	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?	Overall 'Best fit' judgement for Quality of Education?	SEDA	