



**Monitoring and Evaluating  
the Quality of Education Policy  
September 2023**

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### **Statement of Intent:**

Layton Primary School's 'Monitoring and Evaluating the Quality of Education Policy' directly correlates with school's priorities for action, as identified in the School Development Plan (SDP) in designing and implementing an ambitious critical thinking curriculum for all learners.

The aims of the policy is:

- To include all leaders/stakeholders in the monitoring and evaluation process to ensure its procedures are implemented by everyone, ensuring a two way process.
- To raise standards by setting high expectations and pursuing improvement in curriculum design and the quality of teaching and learning.
- Ensure procedures for monitoring and evaluation are supportive, effective, measurable, manageable and realistic.
- To apply well-informed improvement strategies as a result of the monitoring, evaluation and review processes across all areas of the school.
- To ensure that all leaders, and stakeholders, have an avenue to feed back their opinions about the school's performance.
- To ensure there is transparency within the community about how the school is performing and what the aims for improvement are.

### **Leaders at Layton Primary School**

At Layton Primary School we pride ourselves on working together as leaders, with a growth mindset, to implement a bespoke critical thinking curriculum. Leaders within school include:

**Senior Leadership Team (SLT)** – planning strategically to lead and implement the vision of the school.

**SENDCO** – leading an ambitious curriculum for all children with SEND.

**Teaching and Learning Curriculum Leader (TLCL)** – working closely with SLT and Team Leaders to ensure teaching and learning of the highest quality in all subjects.

**Team Leaders** – leading the school vision in their year group teams, ensuring the highest standards of teaching and learning, working closely with SLT and TLCL.

**Curriculum leaders** – responsible for learning and implementing the school vision for the curriculum subject in-line with the vision for critical thinking and progression in subject knowledge content.

**Governors** – are responsible for, as a critical friend, quality assuring the judgments and justifying the strategic priorities of all leaders in school.

Leaders recognise that regular monitoring and evaluation puts us in a position to make judgements about the performance of our establishment, staff and pupils. This allows us to make strategic plans for improvement and development in all aspects of school life.

### **Roles and Responsibilities of Leaders:**

**The Headteacher is responsible for:**

- Evaluating the overall quality of teaching, marking, feedback and assessments and the impact these have on pupils' learning.
- Identifying areas within school performance that require monitoring and evaluation.
- Ensuring that the data and observations taken from monitoring and evaluation are collated, analysed and are used in the review process.
- Ensuring that overall targets for staff and pupil performance are set and used to inform future planning for improvement.
- Monitoring the effectiveness and efficiency of systems that support pupils' wellbeing, e.g. pastoral care.
- Monitoring the quality of staff development and prioritising CPD needs.
- Undertaking direct observations of teaching staff to ensure teaching practices are in-line with the school's curriculum, ethos and policies.
- Reporting to the governing board, staff and parents the findings of the monitoring process and how the information will be used to improve the school's overall performance.
- Consulting with the governing board, staff, parents and any external agencies to review and agree on strategies for school improvement.

- Reporting to the governing board regarding the effectiveness and implementation of action plans and reviewing progress against SDP priorities.

#### **The SLT/TLCL is responsible for:**

- Reporting the results of self-evaluation to the headteacher.
- Undertaking direct observations of teaching staff to ensure teaching practices are in line with the school's curriculum, ethos and policies.
- Ensuring the coverage of each subject at least meets the requirements of the National Curriculum and reflects the critical thinking vision.
- Reporting to the headteacher about the effectiveness and implementation of action plans on a termly basis.
- Advising and supporting staff, as necessary, and acting on their feedback about the monitoring and evaluation process.
- Assisting other leaders with their monitoring and evaluation duties, where delegated, e.g. book looks, learning walks.
- Collaborating with the relevant subject leaders to analyse the outcomes of pupil assessments and advise on future planning for improvement.
- Monitoring, evaluating and reviewing the targets set for pupils as a group and as individuals.
- Monitoring, evaluating and reviewing the targets set by curriculum leaders on subject action plans.
- Reviewing pupil tracking data to identify pupils who require additional support and pupils who are excelling in school.
- Ensuring staff are aware of CPD opportunities.

#### **The SENDCO is responsible for:**

- Reviewing the effectiveness and implementation of pupils' EHC plans.
- Participating in specific monitoring and evaluation duties to support pupils with SEND, e.g. book looks, learning walks.
- Monitoring the curriculum to ensure that it is inclusive and ambitious for all pupils with SEND.
- Collating reports on pupils with SEND and ensuring these are made available to the headteacher and relevant professionals.
- Ensuring that the correct level of support is given to pupils with SEND in line with their EHC plan.
- Organising annual reviews for pupils with SEND, including the reports made available to the parents of pupils with SEND.
- Working with the relevant teaching staff to monitor and evaluate the progression and performance of pupils with SEND.
- Keeping up-to-date with the latest updates in the sector relating to SEND.

#### **Team Leaders are responsible for:**

- Leading teaching and learning within their year group, including evaluation of successful practice for both teachers and support staff.
- Ongoing informal evaluation of teaching and learning practice across the year group.
- Ensure implementation of effective assessment for learning strategies for all staff across the year group.
- Implementing and supporting staff with actions to improve practice.
- Implementing CPD consistently across the year group to impact on teaching and learning for teachers and support staff.
- Liaise both formally and informally with relevant senior staff in order to both innovate and support staff within the year group to work towards consistent improvement.
- Leading PPA sessions to support and implement the school vision, values and ethos (**See Appendix ? For PPA Protocol**)

#### **Subject leaders are responsible for:**

- Working with SLT/TLCL/TL/CT to ensure the coverage of their subject meets the requirements of the National Curriculum through the monitoring of half-termly overviews.
- Working with SLT/TLCL/TL/CT to ensure progression in concepts and categories (where relevant in Foundation Subjects).
- Analysing and utilising the monitoring and evaluation data relevant to their subject area and using this to assist the SLT with future planning.
- Collaborating with SLT/TLCL/TL/CT to create action plans for their subject areas in line with the SDP.

- Reviewing their subject area's relevant policies on an annual basis.
- Reporting to the governors, as and when required, regarding the progress made in their subject area.
- Undertaking their monitoring and evaluation duties as necessary, e.g. learning looks, learning walks, and participating in reporting their findings to the governing board.
- Monitoring summative assessment tracking information for their subject as per the Assessment Policy.
- Planning and delivery of CPD as directed and supported by other leaders.

**The governing body is responsible for:**

- Maintaining strategic oversight of whole-school self-evaluation through regular collaboration with all leaders.
- Ensuring school leaders develop robust plans and set suitable targets which enable all pupils to reach their potential.
- Ensuring that plans and goals are attainable and reflect the priorities outlined in the SDP.
- Monitoring the impact of the pupil premium and other additional funding and holding school leaders to account for how the school uses this funding.
- Reviewing policies and procedures to ensure their continued suitability and effectiveness upon school improvement.
- Reviewing assessment data and considering the implications of this for overall school improvement.
- Setting targets for the headteacher's annual performance review.
- Reporting to the whole governing body regarding progress towards strategic objectives following gathering of evidence.

### **Curriculum Monitoring and Evaluation (Intent, Implementation and Impact)**

#### **(i) Intent**

When a subject leader(s) monitors the intent of a curriculum subject, as evidenced in the half-termly overview, the following criteria is taken into consideration:

- Curriculum design – is the planning for this subject sufficiently challenging for **all** the pupils it serves?
- Content, sequencing and progression – is this clear and does it demand enough of **all** pupils?
- Curriculum Coverage – is the National Curriculum coverage clear such that concepts and categories within each subject builds upon previous learning?
- Subject Knowledge – within the planning, are children given sufficient opportunity to learn substantive knowledge before they can use and apply this knowledge in real life and different contexts?
- Subject-specific vocabulary – how will the tier 3 vocabulary that is planned be taught, with opportunities for pupils to use and apply this in different contexts?
- Opportunities for spaced-learning – are there regularly planned activities for children to retrieve their learning?
- Reading – do children have access to high quality texts in **all** subjects?

***Actions: Following the monitoring of the half-termly overview by subject leaders, any actions are communicated via email to the Team Leader and SLT using a proforma. The action required and impact of the implemented action are subsequently recorded and monitored (Appendix 1).***

#### **(ii) Implementation**

When a leader monitors curriculum implementation of a subject, the process involves 'Curriculum conversations' timetabled for each subject across the academic year (see below). A curriculum conversation (**Appendix 1**) incorporates:

- **A pre-meeting of SLT/subject leader(s)** to answer questions relating to the subject (examples in **Appendix 2**) and challenge progress towards subject priorities.
- **Learning look** (evidence of learning from books, iPads, working walls etc) of a range of abilities (including an SEN child with PDR) (**Appendix 3**) – does the evidence of learning reflect the critical thinking vision?
- **Lesson visits** – is the curriculum intent evident in the teaching and learning in the subject? (see **Appendix 4 and 5**)
- **Pupil consultations** – how well can the children explain their learning in the subject and demonstrate their retention of knowledge (see **Appendix 6**).

***Actions: The implementation of a subject is rigorously monitored and evaluated as per the 'Curriculum Conversation' monitoring and evaluation timetable below.***

## **Curriculum Conversations**

This process includes:

### **(i) Pre-Curriculum Conversation Meeting (see Appendix 2)**

Before a subject leader undertakes a 'Curriculum Conversation' as per the monitoring and evaluation timetable, SLT and subject leaders meet to prioritise the focus for the monitoring and evaluation of this subject against SDP priorities.

### **(ii) Learning Look (see Appendix 3)**

The purpose of the 'look at learning' is to draw conclusions about the consistency of curriculum implementation of the categories and concepts in question. If there are concerns which go beyond the remit of the review, especially about a specific member of staff, they will be discussed with the SLT privately at a later point.

Questions for subject leaders to consider when undertaking work scrutiny:

- Do all the books show evidence that the curriculum intent is being delivered? If not, are there good reasons why this might be the case (e.g. the work is elsewhere)? Does the intent reflect the 'Subject on a Page'.
- Where there are differences, do they suggest different content is being taught or merely reflect different teaching styles?
- Does the work in books suggest that students are having to think hard about the most important learning?
- Is there any evidence that students are/are not grasping what is being taught?
- Are the students completing work, which will help teachers know whether they are improving their understanding of the topic/ area or not? Are students applying their knowledge in answering wider questions? If this is not clear from the books/folders, how else do teachers find out?

### **(iii) Lesson Visits (see Appendix 4 and 5)**

When visiting lessons as part of the curriculum conversation, leaders will observe the following as part of a 'learning walkthrough' (maximum 15 minutes per class):

- Is this lesson delivering the curriculum intent for the topic /area?
- Is what is observed in lessons consistent with what the subject leader said we should expect?
- Does the work set suggest that students are having to think hard about the most important things?
- Is there any evidence that students are/are not grasping what is being taught?
- Are there any significant obstacles to students' learning?
- How does the teacher know whether **all** students are improving their understanding by checking regularly and making decisions about whether to consolidate, re-teach or move on?
- If additional support is in place for any students (e.g. LSA/SSA), how is this helping the student to give their full attention to the most important content?

### **(iv) Pupil Consultations (see Appendix 6)**

The pupil consultation must focus tightly on the issue of curriculum implementation of the topics /areas in question. If students wish to make more general observations, leaders are to make a note of them and share them within the review report.

- What have you learned about topic /area Y in your lessons?
- What do you know/can you do about topic/area Y after studying it, which you did not know beforehand?
- What was the most challenging thing about topic /area Y and how did your teacher help you to understand it?
- What work are you most proud of from topic /area Y and why?
- How does your teacher find out whether you have understood Topic /area Y correctly?

'Curriculum Conversations' are timetabled throughout the year and, wherever possible, release time given to undertake the curriculum conversation process. Subject leaders will request books the day before the pupil consultation takes place, choosing a representative sample of all abilities, including an SEN support child with a Plan Do Review.

### Monitoring and Evaluation Timetable for 'Curriculum Conversations' 2023 to 24

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics	✓	✓	✓	✓	✓	✓
English – Writing		✓		✓		✓
English – Reading Fluency/Phonics	✓		✓		✓	
English – Reading comprehension		✓		✓		✓
Science		✓		✓		✓
Geography	✓		✓		✓	
History		✓		✓		✓
Art	✓		✓		✓	
Design Technology		✓		✓		✓
Music			✓		✓	
PE		✓		✓		✓
Computing	✓		✓		✓	
RE		✓		✓		✓
PSHE/RSE	✓		✓		✓	
MFL		✓				✓

#### (iii) Impact – Assessment

The impact of each curriculum subject on children's attainment is monitored and evaluated by children's outcomes as per our Assessment Policy (See separate document, updated September 2023).

#### Governor's Role in Monitoring and Evaluating the Curriculum

Following curriculum conversation meetings, Core and Foundation Subject Governor Review Meetings are scheduled for the end of each half term whereby the governors attend school for half a day to quality assure monitoring and evaluation procedures.

##### Core Subject Governors:

Mica Goldstone – [Mica.Goldstone@layton.blackpool.sch.uk](mailto:Mica.Goldstone@layton.blackpool.sch.uk)

Steve Shaw – [Steve.Shaw@layton.blackpool.sch.uk](mailto:Steve.Shaw@layton.blackpool.sch.uk)

Chris Westhead – [Christopher.Westhead@layton.blackpool.sch.uk](mailto:Christopher.Westhead@layton.blackpool.sch.uk)

##### Foundation Subject Governors:

Peter Rumley – [peter.rumley@layton.blackpool.sch.uk](mailto:peter.rumley@layton.blackpool.sch.uk)

Stuart Ainsworth – [stuart.ainsworth@layton.blackpool.sch.uk](mailto:stuart.ainsworth@layton.blackpool.sch.uk)

Matthew Jackson – [Matthew.jackson@layton.blackpool.sch.uk](mailto:Matthew.jackson@layton.blackpool.sch.uk)

Following these curriculum meetings, Governors will feed back to the full governing board at the next meeting (also refer to Governor Visitor Policy).

#### Subject Leadership Directed Time

Wherever possible, time will be allocated for the completion of subject leadership responsibilities. Subject leaders will need to consider how to prioritise tasks and use directed time available as per the Directed Time Policy which includes 45 minutes weekly directed music time. If there is specific time required to feedback to staff members, subject leaders should liaise with SLT to secure cover.



## Teaching and Learning Monitoring and Evaluation

The quality of teaching and learning will be monitored and evaluated by SLT and the governing board, and will be quality assured using a range of evidence including:

- ✓ Lesson observations and walk-through as per the timetable for the monitoring of the curriculum and teaching and learning.
- ✓ 'Curriculum Conversations' (as per the timetable above which includes: monitoring of half-termly overviews, meeting with subject leaders and SLT, learning walks, learning looks and pupil consultations).
- ✓ Performance management review and target setting.
- ✓ Self- evaluation and ownership of identifying CPD needs. CPD is timetabled for teachers and LSAs/SSAs.
- ✓ Discussions with Team Leaders, TLCL, ECT Mentors and SLT.

The school will use evidence and data collected from monitoring and evaluation (curriculum and teaching and learning) to make informed decisions about priorities within the SDP and the timescales involved. Progress against the SDP will be reviewed by the headteacher and the Governors on a termly basis. Whole-school objectives will be reviewed on an annual and new objectives will be set where necessary.

Staff conduct will be recorded and monitored in line with the Staff Code of Conduct and records of conduct will be made available to the headteacher and governing board.

The performance and pay of teaching staff will be evaluated in line with the Teacher Appraisal Policy and the Teacher Capability Policy.

### Monitoring and Evaluation Timetable – 2023 to 2024

Month	Monitoring/Observation
All year	<p>TL email Half-termly overview for the school website to Business Support Team and SLT by the <i>first Friday of each half term</i>.</p> <p>SLT share timetable of CPD meetings linked to SDP at the start of <i>every</i> half term.</p> <p>SLT share timetable for Key Stage meetings at the start of <i>every</i> half term.</p> <p>SLT email agenda for TL meetings by Monday p.m. Meeting minutes and actions emailed by business support following TL meetings on Tuesday p.m.</p> <p>SLT share assembly rota to facilitate weekly team meetings at the start of every half term.</p> <p>ECT mentoring program framework timetable set at the start of each half term.</p> <p>Team Leaders refer back to Staff Handbook and Year group protocols as and when required throughout the year.</p>
<b>Autumn 1 2023</b>	<p><b>INSET Day 1 – Friday 1<sup>st</sup> September</b></p> <p><b>INSET Day 2 – Monday 4<sup>th</sup> September</b></p> <p><b>Autumn 1 Term starts Tuesday 5<sup>th</sup> September</b></p>
<b>September</b>  <b>Curriculum Conversations for:</b> <b>Mathematics</b> <b>English - Reading Fluency</b> <b>Geography</b> <b>Art</b> <b>Computing</b> <b>PSHE/RSE</b>	<p>Team Leaders share year group protocol with the year group's LSAs, SSAs and class teachers.</p> <p>Team Leaders <b>set LSA hours and email to SLT and Business Support Team</b>.</p> <p>PPA protocol shared with teams for PPA.</p> <p>In PPA session, analyse Assessment data from Arbor/SAR for new cohort - SLT to identify with TL target setting for reading, writing and mathematics.</p> <p>Year group action plans created from analysis above - saved on Googledrive and emailed to SLT by Friday 29<sup>th</sup> September.</p> <p><i>Half-termly overviews saved onto Googledrive for Autumn 1 by Friday 8<sup>th</sup> September (in word format) – all subject leaders to monitor as per CPD timetable.</i></p> <p>PM reviews and all PM target setting meetings (teachers/HLTAs). W.b.</p>



	Read PDRs and One Page Profile for new class, share with LSAs/SSAs and put identified strategies in place.
<b>October</b>  <b>Curriculum Conversations continue for:</b> <b>Mathematics</b> <b>English - Reading Fluency</b> <b>Geography</b> <b>Art</b> <b>Computing</b> <b>PSHE/RSE</b>	Lesson observations (including ECT observations) – teaching of reading – LSAs and SSAs will receive feedback following lesson observation. PPA staff observed in Art and Design with focus on accessing quality texts/discussion. <i>Half-termly overviews for Autumn 2 saved onto Googledrive by Wednesday 18<sup>th</sup> October for monitoring by subject leaders.</i> TL/SENDCO baseline assessments for intervention groups. Children identified for FET LM support Performance Management Meetings(continued) – LSAs and SSAs
<b>Autumn 2 2023</b>	<b>School closes Friday 20<sup>th</sup> October</b> <b>INSET Day 3: Monday 30<sup>th</sup> October</b> <b>Autumn Term 2 starts Tuesday 31<sup>st</sup> October</b>
<b>November</b>  <b>Curriculum Conversations for:</b> <b>English – Writing</b> <b>English – Reading Comprehension</b> <b>Science</b> <b>History</b> <b>Design Technology</b> <b>P.E.</b> <b>R.E.</b> <b>MFL</b>	SLT order standardised assessment tests (NCA tools). Parents’ Evening – see dates
<b>November</b>  <b>Curriculum Conversations continue for:</b> <b>English – Writing</b> <b>English – Reading Comprehension</b> <b>Science</b> <b>History</b> <b>Design Technology</b> <b>P.E.</b> <b>R.E.</b> <b>MFL</b>	<i>Half-termly overviews for Spring 1 saved onto Googledrive by Wednesday 20<sup>th</sup> December for monitoring by subject leaders.</i> ECT observations and mentors complete end of term report. Plan, Do, Reviews – reviewed and new targets set for spring term– saved onto Edukey by Wednesday 13 <sup>th</sup> December. Share PDR review with parents/carers at Parents’ Evening. Team Leaders review year group action plans with SLT and set new targets for Spring Term. SDP reviewed with Governors – Autumn Term.
<b>Spring 1 2024</b>	<b>School closes Friday 22<sup>nd</sup> December</b> <b>INSET Day 4: Monday 8<sup>th</sup> January</b> <b>Spring 1 Term starts - Tuesday 9<sup>th</sup> January</b>
<b>January</b>  <b>Curriculum Conversations for:</b> <b>Mathematics</b> <b>English – Reading Fluency/Phonics</b> <b>Art</b> <b>Music</b> <b>Computing</b> <b>PSHE/RSE</b>	
<b>February</b>  <b>Curriculum Conversations for:</b>	<i>Half termly overviews for Spring 2 saved onto Googledrive by Wednesday 7<sup>th</sup> February for monitoring by subject leaders.</i>

<b>Mathematics</b> <b>English – Reading Fluency/Phonics</b> <b>Art</b> <b>Music</b> <b>Computing</b> <b>PSHE/RSE</b>	Data collection 1: Pupil Progress Reviews Meetings with SLT including review of intervention groups with SENDCO.
<b>Spring 2 2024</b>	<b>School closes Friday 9<sup>th</sup> February</b> <b>Spring 2 Term starts - Monday 19<sup>th</sup> February</b>
<b>March</b>  <b>Curriculum Conversations for:</b> <b>English – Writing</b> <b>English – Reading Comprehension</b> <b>Science</b> <b>History</b> <b>Design Technology</b> <b>P.E.</b> <b>R.E.</b>	<i>Half termly overviews for Summer 1 saved onto Googledrive by Wednesday 22<sup>nd</sup> March for monitoring by subject leaders.</i> Plan, Do, Reviews – reviewed and new targets set for summer term – emailed to SENDCO by Wednesday 20th March. Team Leaders review year group action plans with SLT and set new targets for Summer Term. ECT observations and mentors complete end of term report. SDP reviewed with Governors – Spring Term
<b>April</b>  <b>Curriculum Conversations continue for:</b> <b>English – Writing</b> <b>English – Reading Comprehension</b> <b>Science</b> <b>History</b> <b>Design Technology</b> <b>P.E.</b> <b>R.E.</b>	
<b>Summer 1 2024</b>	<b>School closes Thursay 28<sup>th</sup> March</b> <b>Summer 1 starts - Monday 15<sup>th</sup> April</b>
<b>April/May</b>  <b>Curriculum Conversations for:</b> <b>Mathematics</b> <b>English - Reading Fluency/Phonics</b> <b>Geography</b> <b>Art</b> <b>Music</b> <b>PSHE/RSE</b>	<i>Half termly overviews for Summer 2 saved onto Googledrive by Wednesday 22nd May for monitoring by subject leaders.</i>
<b>Summer 2 2024</b>	<b>School closes Friday 24<sup>th</sup> May</b> <b>Summer 2 starts - Monday 3<sup>rd</sup> June</b>
<b>June</b> <b>Curriculum Conversations for:</b> <b>English – Writing</b> <b>English – Reading Comprehension</b> <b>Science</b> <b>History</b> <b>Design Technology</b> <b>P.E.</b> <b>R.E.</b> <b>MFL</b>	Data collection 2: Pupil Progress meetings with SLT including review of intervention groups with SENDCO. Performance management review meetings including sharing of evidence. ECT observations and mentors complete end of year report.
<b>July</b>	Plan, Do, Reviews – reviewed and new targets set for autumn term for new class– emailed to SENDCO by Wednesday 10th July.

<b>Curriculum Conversations continue for:</b> <b>English – Writing</b> <b>English – Reading Comprehension</b> <b>Science</b> <b>History</b> <b>Design Technology</b> <b>P.E.</b> <b>R.E.</b> <b>MFL</b>	Team Leaders and SLT SAR meetings. Team leaders for next academic year meet with SLT to identify targets from SAR for current cohort. SDP reviewed with Governors – Summer Term
	<b>School closes Friday 19th July</b> <b>INSET Day 5: Monday 22<sup>nd</sup> July 2024</b>

### **Governor's Role in Monitoring and Evaluating Teaching and Learning**

As part of monitoring the implementation of the curriculum, it is the Governors role to quality assure the judgements made by school leaders about the quality of teaching and learning by determining how school leaders are:

- ✓ Maintaining an oversight of teaching and learning to ensure that teachers have expert knowledge of the subjects they are teaching.
- ✓ Monitoring strengths and weaknesses in curriculum intent, implementation and impact.
- ✓ Managing performance and CPD of all leaders,
- ✓ Making sure quality effective teaching is accessible to all learners.

### **Policy Review**

To reflect changes in school priorities, this policy will be reviewed termly and amended as often as required to reflect the needs of the curriculum school development priorities.

Signed:

Headteacher: \_\_\_\_\_

Chair of Governors: \_\_\_\_\_

Date: \_5.9.23\_\_

## **Appendix 1: Half-termly Overview Monitoring Proforma**

### **Layton Primary School**

#### **Proforma for Monitoring and Evaluating Half-Termly Overviews:**

Questions to consider when monitoring half-termly overviews:

- Curriculum design – is the planning for this subject sufficiently challenging for **all** the pupils it serves?
- Content, sequencing and progression – is this clear and does it demand enough of **all** pupils?
- Curriculum Coverage – is the National Curriculum coverage clear such that concepts and categories within each subject are learned and builds upon previous learning?
- Subject Knowledge – within the planning, are children given sufficient opportunity to learn substantive knowledge before they can use and apply this in real-life and different contexts?
- Subject-specific vocabulary – how will the tier 3 vocabulary that is planned be taught? What opportunities are there for accessing high quality texts (refer to Reading overview for the year group)?
- Opportunities for spaced-learning – are there planned activities for children to retrieve their learning?

Autumn 1 2023 Subject Leaders: _____  Subject: _____	Strengths:	Actions (identify staff members responsible for completing actions):	Impact following actions:
EYFS			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

*After completion, email to SLT and Declan Boyle.*

*Before sending to TL, SLT will quality assure the above judgements.*

## **Appendix 2: Pre-meeting Proforma**

### **SLT Curriculum Conversation Guide**

The aims of a curriculum conversation with SLT and subject leaders are:

- ✓ All leaders have an informed understanding of the 'intent' of the subject.
- ✓ SLT and subject leaders are informed of how well the subject is being 'implemented'.
- ✓ SLT and subject leaders understand the progress being made by all children in their subject.
- ✓ SLT and subject leaders are aware of the subsequent actions required.

The process of the curriculum conversation meeting includes:

1. The subject leader(s) overseeing the curriculum conversation and SLT member(s) agree on specific focus areas (minimum two) of study as the foci of the review. They could be from the curriculum for any year groups.
2. The subject leader looks at subject planning documentation (e.g. schemes of work) and holds a **curriculum conversation** with the SLT to discuss their intent in depth, trying to gain an understanding of what the teachers want students to learn and what should be expected in lessons, including what makes the curriculum appropriately ambitious. A school Governor can be invited to attend.
3. A range of lessons in the relevant year group(s) is identified, during which the two focus areas will be taught. The subject leader and senior leader visit them to consider how consistently the curriculum is being implemented as intended and how far all students are able to access it.
4. Students are selected from the relevant year groups for a consultation, to which the school governor is invited to attend. They are asked about what they have learned about the areas in question.
5. The subject leader and SLT member takes part in a scrutiny of books/other work for the relevant year groups, considering how far the work suggests that students have grasped what was intended for the two areas. This meeting broadens out into a consultation about how the two areas are being taught, considering any obstacles to doing so effectively and how teachers find out whether students are gaining the intended understanding.
6. The subject leader and senior leader overseeing the review summarise the notes from all parts of the process into a short report.

### **Preparatory Curriculum Conversation with subject leader**

This conversation aims to establish the curriculum intent for the topics in question and also to check that they are appropriately ambitious and challenging. SLT might ask the subject leader(s) questions like these:

- What is the most important thing you want students to learn from their study of this topic /area?
- Is this topic area on the National Curriculum? If not, why have you selected it for study?
- Why is this topic / area taught at this point?
- How is learning sequenced within the topic and why?
- What big ideas in the subject does this topic /area connect to?
- What foundations does this topic /area lay for students' future learning in the subject?
- How does this topic /area build on what students have already learned?
- How does this topic /area build students' understanding of X?
- What do students find most challenging about this topic /area?
- What are the key challenges/misconceptions in this topic /area and how will these be addressed/avoided?
- How do staff in both key stages know exactly what they should teach about this topic /area?
- What resources or support are provided in the department to ensure the teaching of this topic /area is effective (including for non-specialists if applicable)?
- Is there anything we should expect to see in lessons/books if this topic /area is being taught well?
- How do you assess students' learning of this topic /area?
- If a student finishes the topic with a very insecure grasp of the content, what opportunities will there be for that to be put right?

### **Appendix 3: Learning Look Proforma**

**Evidence of Learning Consultation Notes**

**Subject :**

**Year group:**

**Topic /area :**

**Evidence that the curriculum intent is being implemented consistently:**

**Evidence that all students are able to access the key curriculum content:**

**Any questions/issues to follow-up?**

## **Appendix 4: Lesson Visit Proforma**

### **Lesson Visit Notes**

**Subject:**

**Year group:**

**Topic/area**

**Evidence that the curriculum intent is being implemented consistently:**

**Evidence that all students are able to access the key curriculum content:**

**Any questions/issues to follow-up?**



## Appendix 5: Lesson Observation Proforma

Layton Primary School																			
LESSON VISIT FORM																			
OBSERVER:																			
TEACHER/YEAR GROUP:				OBSERVATION TIME:															
ADDITIONAL SUPPORT TEACHERS				SEN PUPILS															
TEACHING ASSISTANTS				EAL PUPILS															
NUMBER IN CLASS:		PRESENT:		DATE:															
CONTEXT:																			
<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 20%;">Where the learner is going</th> <th style="width: 30%;">Where the learner is</th> <th style="width: 35%;">How to get there</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>Teacher</b></td> <td rowspan="3" style="background-color: #d1c4e9; text-align: center; vertical-align: middle;">Clarifying, sharing and understanding learning intentions</td> <td style="background-color: #c8e6c9; text-align: center;">Engineering effective discussions, tasks, and activities that elicit evidence of learning</td> <td style="background-color: #bbdefb; text-align: center;">Providing feedback that moves learners forward</td> </tr> <tr> <td style="text-align: center;"><b>Peer</b></td> <td colspan="2" style="background-color: #ffcdd2; text-align: center;">Activating students as learning resources for one another</td> </tr> <tr> <td style="text-align: center;"><b>Learner</b></td> <td colspan="2" style="background-color: #fff9c4; text-align: center;">Activating students as owners of their own learning</td> </tr> </tbody> </table>							Where the learner is going	Where the learner is	How to get there	<b>Teacher</b>	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward	<b>Peer</b>	Activating students as learning resources for one another		<b>Learner</b>	Activating students as owners of their own learning	
	Where the learner is going	Where the learner is	How to get there																
<b>Teacher</b>	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward																
<b>Peer</b>		Activating students as learning resources for one another																	
<b>Learner</b>		Activating students as owners of their own learning																	
<b>Use of Assessment for Learning: Responses to questioning – formative assessment, clarification of learning, techniques used to unpick learning and address misconceptions, activating students as learning resources for one another</b>																			
STRENGTHS			AREAS FOR DEVELOPMENT																
•			•																
<b>Lesson structure: Impact of lesson structure on learning, modelling, organisation of learning, use of resources to support the learning, impact of LSA/SSA</b>																			
STRENGTHS			AREAS FOR DEVELOPMENT																

•	•
<b>Feedback:</b> task focused feedback which impacts on learning, both orally and in written feedback, students take ownership of learning, use of 5 Rs to develop learning capacity, expectations of pupils, use of vocabulary (subject specific) Expectations and thinking routines and habits	
STRENGTHS	AREAS FOR IMPROVEMENT
	•
<b>Learning evidence and progress over time:</b> book looks, learning intentions and practice over time, evidence of children's thinking and appropriate levels of challenge	
STRENGTHS	AREAS FOR IMPROVEMENT
•	•

**Summary:**

**OVERALL AGREED ACTIONS (Teachers):**

**OVERALL AGREED ACTIONS (LSAs):**

Signature

Date

## **Appendix 6: Pupil Consultation Notes**

### **Pupil Consultation Notes**

**Subject:**

**Year group:**

**Topic /Area**

#### **Evidence that the curriculum intent is being implemented consistently:**

Can pupils embed key concepts in their long-term memory and apply them fluently?

Can pupils transfer key knowledge to long-term memory?

Can children recall the most important knowledge and concepts?

#### **Evidence that all students are able to access the key curriculum content:**

Is feedback, retrieval practice and assessment prioritised? Is there evidence that pupils have responded to feedback?

#### **Any questions/issues to follow-up?**