St George's Primary School
Subject Leadership Handbook

Inspiring Learning and Deepening Knowledge

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Emphasis on Working Smarter and More Effectively

Emphasis is on working smarter. To be better and reduce workload we need to embrace effective change.

I enjoy the challenge and never retreat to "doing my best"

HATTIE'S 8 MIND FRAMES

Embracing Professional Discipline at St George's

St George's Primary School

1. Context of Subject Leadership at St George's

At St George's Primary School, the role of a subject leader is to 'provide professional leadership and management for a subject. Subject leaders will be a member of one of our curriculum teams.

	SLT Facilitator	Subjects	Designated Subject Leader (s)
Creative Arts Team	Lynsey Binks	Art and Design	Faye Mulheirn (TLR)
		Music	Kate Jones
English and Language Team	Laura Horton	Oracy Lead	Laura Horton (AHT)
		Early Reading and Phonics	Chloe Jones (TLR)
		Reading for Pleasure	Jen Taylor
		Writing and Grammar	Joanna Johnson
		MFL	Rachel Lewis / Charlotte Berry
Humanities Team	Gaj Nathan	History	Amy Roberts (TLR) (Katie Ford)
		Geography	Amy Roberts (Suzanne Reil)
		R.E	Amy Roberts
Mathematics Team	Maria Chambers	Mathematics	Megan Lewis (TLR) / Caitlin Birch
P.E and Personal Development Team	Bernie Cassidy	P.E	Christopher Knowles and Jacob Thomas
		Personal, Social Health Education (inc RSE)	Caroline Coleman (LT)
STEM Team	Tracy Skarratts-Jackson	Computing and IT	Sarah Price (TLR)
		Science	Sally Kisby (TLR)
		Design Technology	Tania Parker Emma Noakes

Curriculum teams are the champions for their subject areas. Work with school leaders to:
1. Ensure clarity on our subject aims. Champion the ambition and aims for your subject areas at all times.
2. Secure high-quality teaching through well planned long term and medium-term planning.
3. Promote inclusion and quality first teaching in their subject. We aim for excellence for all pupils but have a moral duty to ensure that our disadvantaged, SEND and vulnerable pupils receive the additional support they may need to thrive.
4. Develop high quality CPD opportunities that can drive learning in their subject areas. This will include professional development training, coaching and mentoring as required.
5. Be enquiry based learners. Stay up to date with key research in their areas. Include reference to OFSTED subject reviews, Education Endowment fund (EEF), Great Teaching Toolkit, subject associations and other accredited bodies.
6. Ensure and effective use of resources that promote enrichment and understanding in their subject.
7. Consider how we will promote learning beyond the classroom (limitless learning) through reading, remote education opportunities and signposting to events.
8. Ensure that learning in every subject is enriched by oracy and high-quality language.
9. Drive our school improvement planning with the aim of ensuring and improved standards of learning and achievement for all pupils'.
10. Evaluate success and areas for improvement in their subject areas through well designed and purposeful self-evaluation.
11. Review assessment information and consider how that can inform subject improvement work.
12. Develop partnerships for learning.
13. Promote innovation and creativity in their subject area.

2. We have a simple approach to ensuring high quality leadership. That is to ensure that we have:

Clarity on our curriculum. Are we clear about our aims, key knowledge, required vocabulary, prior learning?

Quality of delivery. Are units well planned? Have we supported colleagues with subject knowledge, high quality resources and an emphasis on enriching learning? Are we ensuring high quality learning beyond the classroom with wider reading (texts and Myon), remote learning opportunities etc?

Our Performance Simplified

Clarity (why)
What learners do
LF/S2S
Pedagogy
Routines (behaviours for learning etc).
Systems
Role of other adults

Quality (how)
Planning
Organization
Environment
Enrichment
Pedagogy

Questions that leaders should be able to answer if we achieve this include:
- How is your curriculum designed?
- Why is it designed like this?
- How have you ensured that you are national curriculum compliant?
- How do you quality assure your curriculum design?
- How do you ensure knowledge sticks? What do you do if it doesn't?
- How do you stay upto date with evidence and research in our subject area?
- How is your subject assessed?
- How are pupils with SEND supported in your subject?
- How do you ensure that children with gaps in learning, especially those who are disadvantaged achieve well in your subject?
- How do you maximise prior learning?
- How is essential vocabulary reinforced in your subject?
- How is cultural capital reinforced in your subject area?
  How is early years education developed in your subject area?
- How do you ensure that your children are ready for secondary transition?
- How do you develop staff subject knowledge in your subject area?
- How do you ensure staff have access to high quality CPD in your subject area?
- How are you developed as a subject leader?
- How do you ensure whole school cohesion in your subject area?
- How do governors take an interest in your subject area?
- How do you self-evaluate learning in your subject area?
- How do you know children's views/opinions on your subject area?
- How are you addressing lost learning from the pandemic?
- What role do support staff have in improving standards in your subject area?

Subject specific examples (see Science below):
- Talk me through practical lessons and the purpose of them.
- What would properties of materials look like in Early Years? Key Stage 1? Lower Key Stage 2? Upper Key Stage 2? How does this show progression?
- What does Science look like in Early Years - very keen on having a particular curriculum for each topic in Early Years so it can be monitored appropriately.
- What monitoring have you done and was it effective?
- How do you address capital culture in science?
- How do you know children in your school love science?
- How do you ensure scientific knowledge sticks? What do you do if it doesn't?

3.   Policies and Documents

Throughout your time at our school, you must follow processes in line with a number of statutory documents and good practice guides, as well as adhering to our own policies.
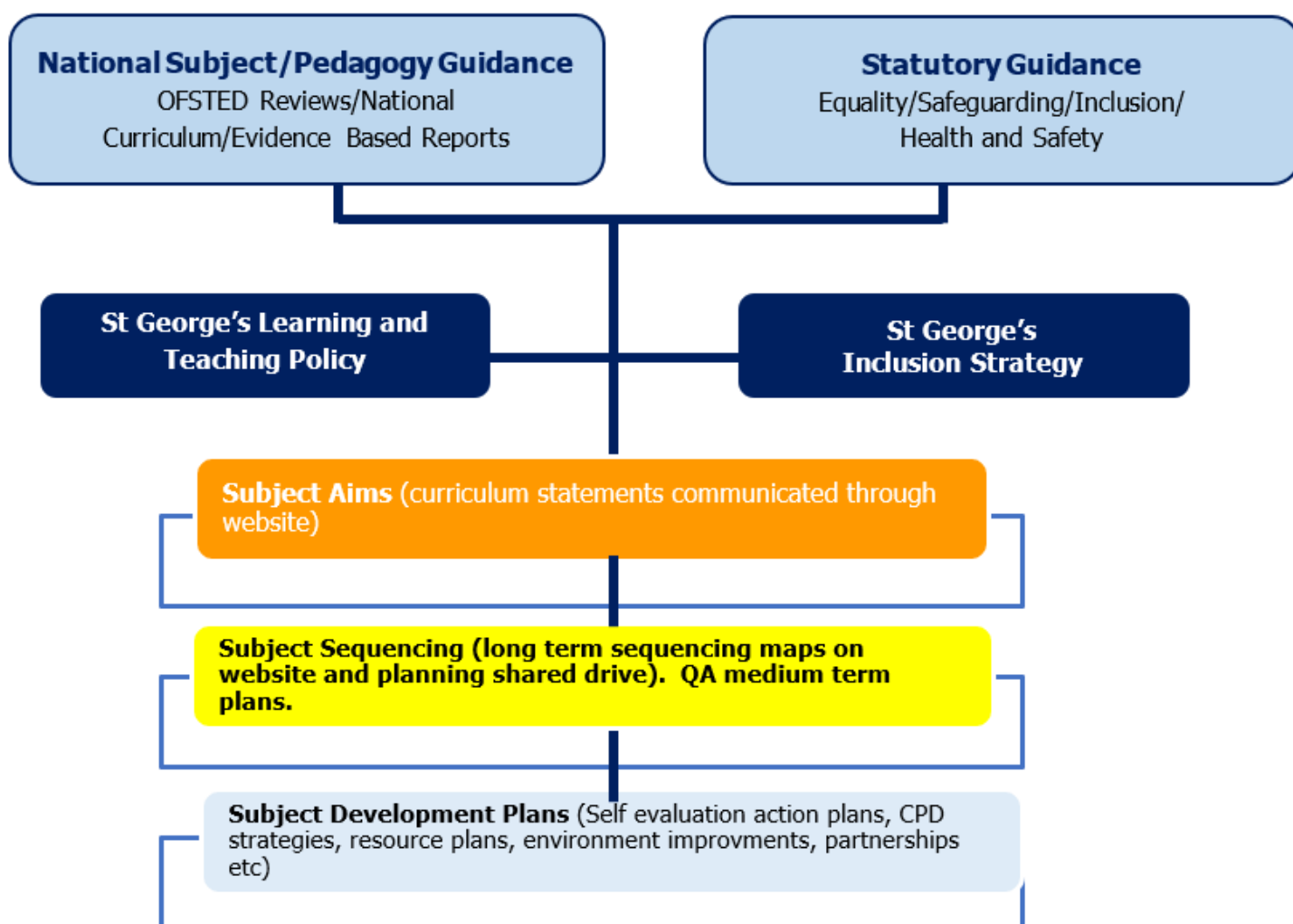
All policies and documents are available on school's staff drive:
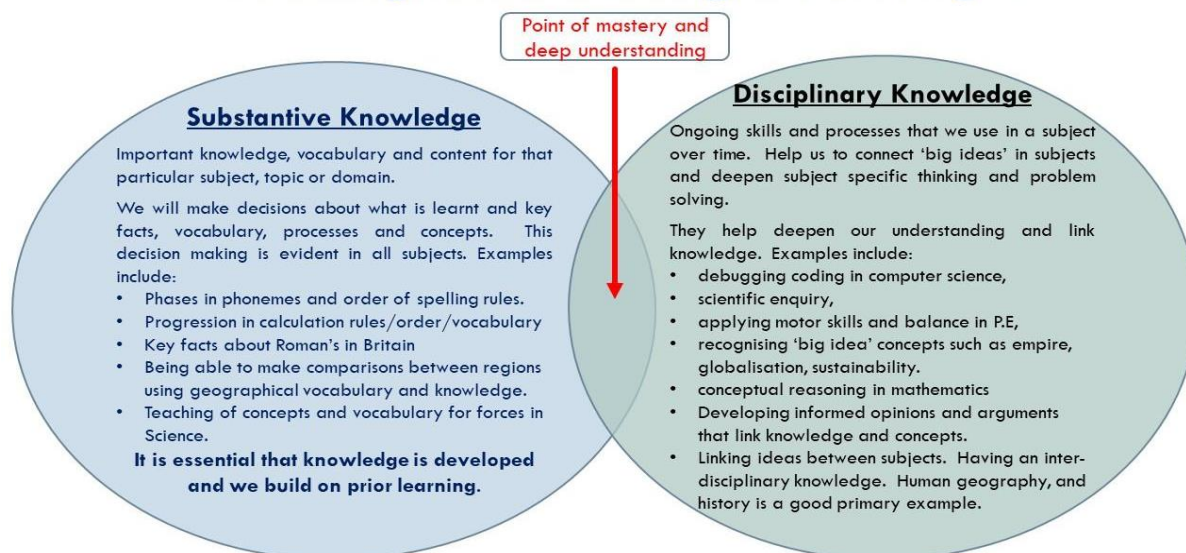G:\Shared drives\Staff Shared\Admin and Management\Policies

Leaders will ensure reference to legislation and national guidance including, but not limited to:
- Ofsted 'School inspection handbook'
- Equality Act 2010
- Education Act and Other Statutory Guidance for Schools

Subject Policy Framework at St George's

National Subject/Pedagogy Guidance
OFSTED Reviews/National Curriculum/Evidence Based Reports

Statutory Guidance
Equality/Safeguarding/Inclusion/Health and Safety

St George's Learning and Teaching Policy

St George's Inclusion Strategy

Subject Aims (curriculum statements communicated through website)

Subject Sequencing (long term sequencing maps on website and planning shared drive). QA medium term plans.

Subject Development Plans (Self evaluation action plans, CPD strategies, resource plans, environment improvments, partnerships etc)

Promoting Understanding at St George's

Point of mastery and deep understanding

Substantive Knowledge

Important knowledge, vocabulary and content for that particular subject, topic or domain.

We will make decisions about what is learnt and key facts, vocabulary, processes and concepts. This decision making is evident in all subjects. Examples include:
- Phases in phonemes and order of spelling rules.
- Progression in calculation rules/order/vocabulary
- Key facts about Roman's in Britain
- Being able to make comparisons between regions using geographical vocabulary and knowledge.
- Teaching of concepts and vocabulary for forces in Science.

It is essential that knowledge is developed and we build on prior learning.

Disciplinary Knowledge

Ongoing skills and processes that we use in a subject over time. Help us to connect 'big ideas' in subjects and deepen subject specific thinking and problem solving.

They help deepen our understanding and link knowledge. Examples include:
- debugging coding in computer science,
- scientific enquiry,
- applying motor skills and balance in P.E,
- recognising 'big idea' concepts such as empire, globalisation, sustainability.
- conceptual reasoning in mathematics
- Developing informed opinions and arguments that link knowledge and concepts.
- Linking ideas between subjects. Having an inter-disciplinary knowledge. Human geography, and history is a good primary example.

4. Roles and Responsibilities for Leaders

Subject leaders are responsible for:

- Ensuring that our curriculum statements are updated and communicate our clear subject aims. These will drive our curriculum.
- Ensuring clarity in curriculum design that delivers core knowledge, understanding and skills across a range of subject areas. These will be sequenced in our long-term maps and quality assured through purposeful medium terms plans.
- Creating and executing an action plan to improve standards in your subject. This will feed into your curriculum team's work and school development planning.
- Adhering to all necessary statutory regulations. At St George's equality, diversity and inclusion are at the heart of all our work
- Specifically ensuring that all pupils, including pupils with SEND and pupils receiving pupil premium, are considered within curriculum planning and are supported accordingly.
- Ensuring teachers maintain sufficient knowledge surrounding the subject and provide support and training where necessary.
- Ensuring the structure of lessons is well-developed and sequenced to build pupils' knowledge and skills.
- Undertaking regular monitoring and evaluation activities (planning sampling, work sampling, pupil interviews, lesson observations, etc.).
- Collecting and collating assessment information for the subject.
- Keeping up-to-date with current guidelines and teaching methods for the subject (including attending training or meetings).
- Leading discussions in staff meetings or as part of INSET training.
- Providing guidance to colleagues on content, methodology and resources.
- Auditing existing resources and, when necessary, organising the acquisition of new resources.
- Representing the school in cluster groups.
- Keeping an up-to-date digital subject leadership file. This should be compiled in the Planning Shared File and include:
    1. Up to date curriculum statement (includes national curriculum requirements)
    2. Clear sequencing document for your curriculum subject
    3. All medium term plans for your subject
    4. Recent improvement plans/subject action plans or relevant section in School Development Plan (SDP)
    5. Inventory of key curriculum resources for your subject area
    6. List of relevant software/licenses to drive digital learning in your area.
    7. Collation of key research and evidenced based practice that you use for your area. (EEF, OFSTED Reports etc)
    8. CPD records (INSET, Staff meetings, courses, online courses).
    9. Subject knowledge materials for staff
    10. Records of all recent SSE finding (pupil interviews, work sampling, moderation, lesson observations etc). Sampling of typicality in your subject area (work, google classroom, See-Saw etc).
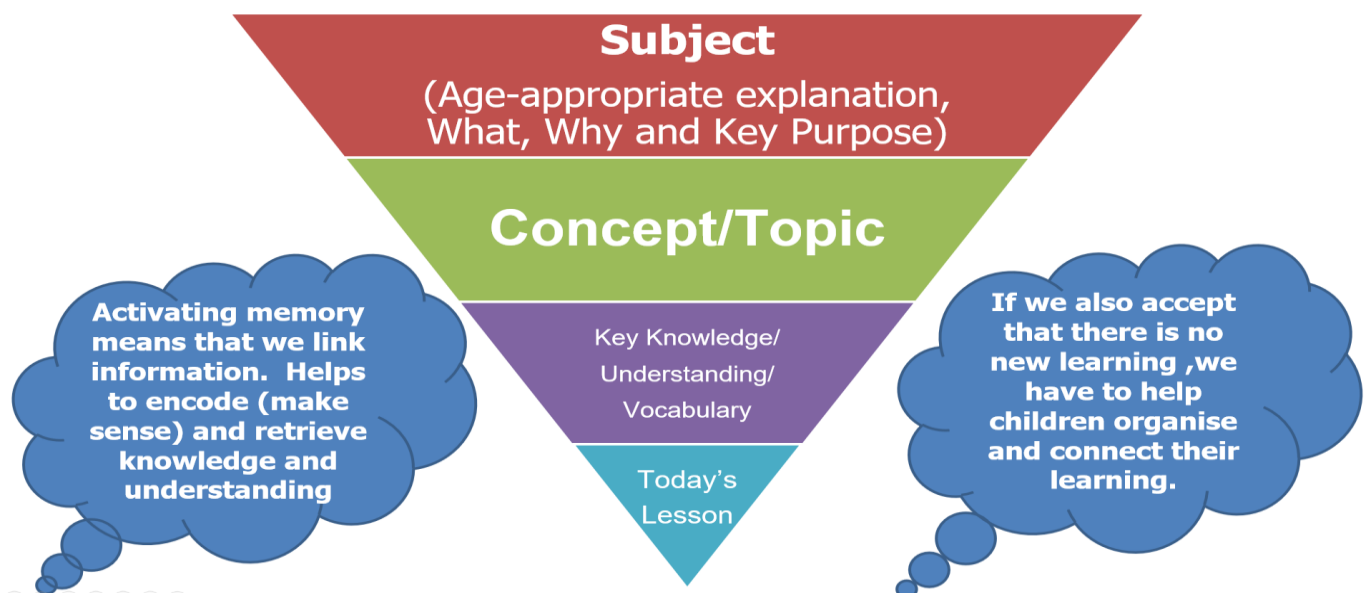
5.   Subject Self-Evaluation

Working with your SLT facilitator, we will work together to ensure a cycle of self-evaluation that looks at how we aim to achieve our curriculum aims.

This will then lead into a concise subject development plan with clear timelines and desired outcomes.

should be produced with key priorities in mind.

An effective **subject action plan** should:

- Identify priorities for the current year, whilst keeping a vision for the future in mind.
- Promote effective teaching and learning.
- Target key improvement areas that will raise attainment.
- Raise the profile of the subject within the school.
- Be a responsive working document which is reviewed and amended.
- Identify staff training needs.
- Be embedded within the SDP and shared with staff and governors
- Provide value for money.

6.   Monitoring and school self-evaluation activities

We need to be able to evaluate the quality of learning to inform our improvement work. This should always be strength based.
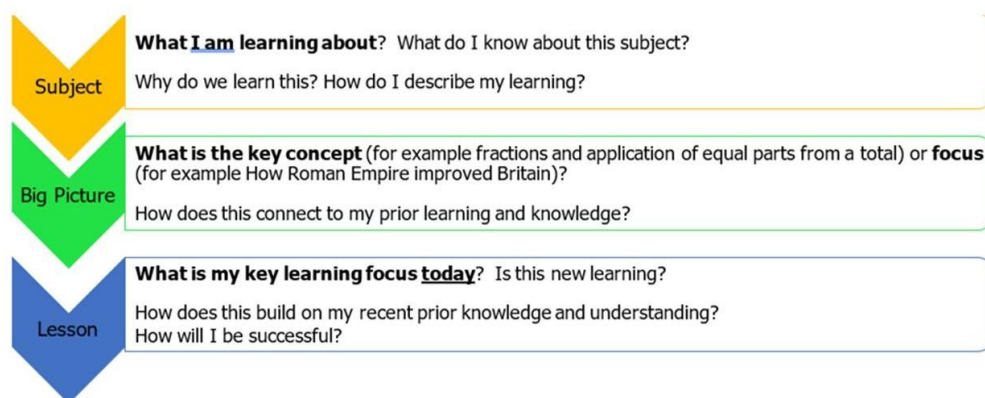
1. What is going well? How do we know?
2. What are the areas of improvement in the quality of education for your subject in the last year? What evidence do we have for that?
3. What strengths could be shared within your curriculum team or other subjects to help us improve further?

Annually we will ensure that each subject is evaluated through:

Work scrutiny. Sample books/portfolios and online platforms across the school? As well as 360 reviews, often take a sample 2-3 books per class.	What is the evidence on the quality of learning? What are the key skills and knowledge that children are mastering? Is work congruent with our planning and progression documents? Are we compliant with school's feedback policies? Are we compliant with school's presentation policies? Is there evidence of high-quality learning beyond the classroom?
Planning Scrutiny Need to look at hierarchy of planning through: 1. Subject Aims 2. Sequencing documents 3. Progression documents 4. Medium term plans. 5. Resources audit 6. CPD records (can refer to Blue Sky)	Is the subject aims document clear, updated and guiding expectations in your subject? Is the sequencing document updated and compliant with our expectations? Are we national curriculum compliant? Do we have a record of subject specific resources? Do we have a record of subject specific CPD? Is all medium term planning in place and compliant with our expectations? Are the key learning outcomes suitable and emphasising key knowledge, understanding and skills? Do intended outcomes match our age-related expectations? Are LF's clear and sequential? Do S2S guide achievement, feedback and assessment? Are we building on prior knowledge? Are we discretely teaching core vocabulary? Is there evidence of good enrichment opportunities?

Sample Lesson Observations Also share 360 lesson observations. Lesson observations only need 20 minutes. Should also include a discussion with colleagues. ● What was the key learning focus? ● What prior learning have they maximised? ● How will you know if children have learnt well?	What does typicality look like in your subject? What does work sampling show about quality of education? Is there evidence that children learn well and are encouraged to think hard? Is there evidence of good inclusive practice in your subject area? Is Oracy well promoted in your subject area? Are staff confident in teaching this subject? Are we well-resourced for teaching in this subject area? Does the learning environment support high quality learning in your subject area?
Assessment Data	What does school's assessment data show about quality of learning in your area? Does data highlight any equality strengths or concerns (disadvantaged pupils, SEND, gender, ethnicity etc)? Is this congruent with other school self-evaluation (especially work scrutiny)? Do we have evidence to show that assessment data is reliable?
Pupil Interviews and Questionnaires	Do children understand what your subject means at their age appropriate level? For example what is Science? Why do we learn it? Do they have disciplinary knowledge about this subject? Do they have a good understanding of core knowledge, understanding and skills (substantive knowledge)? Can they articulate this? Can they use age appropriate vocabulary? What are their feelings about this subject? Are they engaged? Do they get chances to learn outside the classroom (clubs, limitless learning etc)? What are the enrichment opportunities in this subject (visitors, VR, artefacts, trips etc).
Staff Interviews Questionnaires	Do staff feel secure in their disciplinary knowledge? Do staff feel secure in the substantive knowledge for the units that they teach? Do they have access to high quality planning resources to teach well? Is planning achievable in this subject area? How is workload in this subject area? Do they have access to high quality CPD in this subject area? Can staff access support with teaching in this subject area (school leaders, subject associations, specialist advice etc)?

Anchoring Learning

Subject — What I am learning about? What do I know about this subject?
Why do we learn this? How do I describe my learning?

Big Picture — What is the key concept (for example fractions and application of equal parts from a total) or focus (for example How Roman Empire improved Britain)?
How does this connect to my prior learning and knowledge?

Lesson — What is my key learning focus today? Is this new learning?
How does this build on my recent prior knowledge and understanding?
How will I be successful?

Lesson Observations

Emphasis is always on the quality of learning for all groups of pupils. We are not there to evaluate individual teachers. We are looking at typicality of learning in a subject area. Would use school's standard lesson observation form.

● Record what you see.

- Highlight impact on learning. State evidence that supports your evaluation.
- Identify strengths and points for development.
- Relate attainment and learning clearly to our planned curriculum (sequencing, curriculum aims, progression documents etc).

7.   Work scrutiny

The purpose of a scrutiny of pupils' work is to develop a picture of whole-school issues by exploring the congruence and differences between classes or groups. We should track and monitor the progress and attainment of individual pupils and groups of pupils across year groups. Have a clear focus for the monitoring, e.g. look for evidence of progression across the school

- Decide on the quantity of the sample, e.g. look at three books per year group
- Look at work for learning journeys on **online platforms** (See Saw – Google Classroom)

See-Saw in EYFS and KS1:

https://app.seesaw.me/#/login

1. **EYFS:**

Username: seesaw3@stgeorges.wirral.sch.uk
Password: E-mailed to leadership team

Click on teacher/class icon (top left) to change classes

1. **KS1:**

Username: seesaw@stgeorges.wirral.sch.uk
Password: E-mailed to leadership team

Click on teacher/class icon (top left) to change classes

Google Classroom in KS2

Login in an additional account. Easiest way to do this is click on your login icon (top right) when you re in google and choose + Add Another Account

Username: classroom@stgeorges.wirral.sch.uk

Password: E-mailed to leadership team

Once you are logged in, goto to google classroom icon and you can look at any class.

- Refer back to our curriculum expectations and sequencing.
- Use national reference materials to moderate standards e.g. use the national curriculum or overview documents..

8.   Planning Evaluations

We know that if the design is wrong, it is very challenging to achieve the planned learning that our curriculum expects.

When we review planning we must look at hierarchy of planning through:

1. Subject Aims
2. Sequencing documents
3. Progression documents
4. Medium term plans.
5. Resources audit
6. CPD records (can refer to Blue Sky)

We can ask clear questions such as:

- Are the subject aims document clear, updated and guiding expectations in your subject?

- Is the sequencing document updated and compliant with our expectations? The curriculum should be sequenced so that new knowledge and skills are built on what has been taught previously.
- The curriculum supports pupils in being prepared for future learning and employment.
- The curriculum addresses typical gaps in pupils' knowledge and skills in the subject.
- Are we national curriculum compliant?
- Do we have a record of subject specific resources?
- Do we have a record of subject specific CPD?
- Is all medium term planning in place and compliant with our expectations?
- Are the key learning outcomes suitable and emphasising key knowledge, understanding and skills?
- Do intended outcomes match our age-related expectations?
- Are LF's clear and sequential?
- Do S2S guide achievement, feedback and assessment?
- Are we building on prior knowledge?
- Are we discretely teaching core vocabulary?

Is there evidence of good enrichment

9.   Interviews or Questionnaires

It is important that we collect the views of the pupils and teaching staff in order to get a balanced view of the progress being made in the subject. This may give vital information about the levels of understanding and enjoyment amongst pupils, as well as involvement in enrichment activities. This can be done by using written questionnaires, interviews or a discussion group.

10.   Assessment information and analysis of assessment

We must have a good understanding of how well pupils achieve in our subject areas. To fully understand the progression of skills and the achievement of pupils across the school, we should collect and analyse the assessment information from each class/year using our Scholar Pack records

Assessment should be validated. To ensure that judgements are accurate, we should look at assessment alongside moderation and work sampling evidence. Are they congruent?

National reference materials should be used to moderate standards.

When analysing assessment data, we should consider what conclusions can be drawn from assessments and how this informs their curriculum and teaching. You should also be aware of the limitations of assessment and ensure that it is not used in a way that creates unnecessary burdens on staff or pupils.

All of this is aimed at evaluating the impact of our learning. Are we teaching the right things and in the right way to develop pyramids of knowledge?
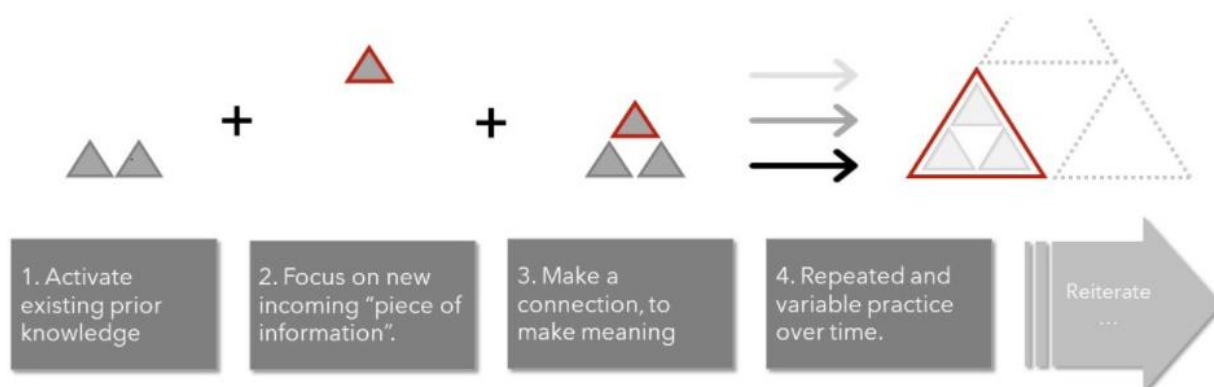
11. Subject Leader File

We would expect this to be a digital folder.

Subject leaders should capture evidence around a subject. That should be useful and not demanding.
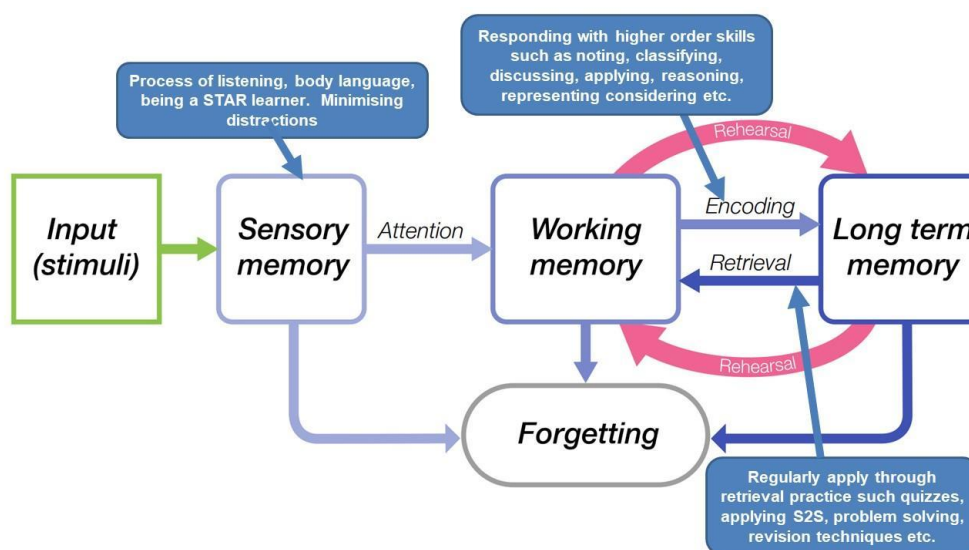
The file should include the following:

Section 1 – School based policy information

- A copy of the current subject aims documents.
- Curriculum Sequencing and progression documentation
- Medium-term planning for your subject
- CPD records
- Audit of key resources, partnership, software etc.
- OFSTED evidence reviews or other key evidenced base documentation for your subject,
- Most recent subject action plan.
- Most recent annual self-evaluation report

Section 3 – Monitoring Evidence

- Records of any governor meetings
- Assessment information and analysis of data for your subject
- Records of your monitoring and school self evaluation activities, e.g. planning and work sampling
- Evidence of typicality in your subject areas. We recommend photographing work for this. This should be work sampling and not an exhaustive portfolio of work.

We will refer to pedagogy in our monitoring evidence. Our Professional Learning Community work on evidence based practice and Great Teaching Toolkit emphasises the processes of learning are as important as the design of our curriculum.

Elements of Great Teaching
What is worth learning for teachers?

01 Understanding the content
- 1.1 Deep and fluent content knowledge
- 1.2 Curriculum knowledge: sequencing
- 1.3 Knowledge of tasks, assessments, multiple explanations
- 1.4 Knowledge of student thinking: misconceptions

02 Creating a supportive environment
- 2.1 Relationships with students, cultural sensitivity
- 2.2 Student-student relationships & climate
- 2.3 Promoting learner motivation
- 2.4 High expectations, challenge and trust

03 Maximising opportunity to learn
- 3.1 Managing time and resources to maximise productivity
- 3.2 Clear and consistent rules, expectations, consequences
- 3.3 Preventing & responding to disruption, showing awareness

04 Activating hard thinking
- 4.1 Structuring: matching tasks, scaffolding, signalling objectives
- 4.2 Explaining: presenting & connecting ideas, modelling examples
- 4.3 Questioning: promoting hard thinking, assessing
- 4.4 Interacting: giving, receiving and responding to feedback
- 4.5 Embedding: practising, reinforcing & spacing learning
- 4.6 Activating: building independence, supporting metacognition

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12.   St George's Primary Subject Self-Evaluation Annual Report

Subject Leader(s) Names		Subject		Curriculum Team Leader	

	Focus (pupil interviews, lesson observation etc).	Initials of Lead Staff	Date
School Self Evaluation Activity Record			

Overall Strengths Agreed With Curriculum Team Leader	Evidence	Impact

Priorities for Improvement Identified With Team Leader	Evidence	Impact that Improvements will secure

St George's Primary School Subject Action Plan Priorities (max of 4 per year)

	Intended action for improvement in quality of education in your subject area	Rationale for this. What has informed this judgement	Cost or resources required (CPD, training time, resource).	Who will lead this?	What will it look like when it is has improved?	What evidence will you collect to evidence this?	Date for completion/ achievement?
1							
2							
3							

We want our leaders to use the EEF planning cycle for their subject action plan rationale.
That should be for your personal reflection and planning. Grid below may help.

Planning With Depth of Thinking

Sustain	Explore
● How will you ensure that the improvements are systemic? ● How will you evaluate the impact and highlight strengths/areas for improvement? ● How will you ensure that the resources/time/CPD are in place to sustain this?	● What are your priorities for change? Why are these key priorities? ● What are the options for improvement? What research/evidence can you reference? ● How will these options work at St George's? What will the impact be?
Deliver	**Prepare**
● How will you evaluate the success of the implementation? What data will you need? ● How will you sustain the project and provide follow on support? ● What are the potential barriers? How can you flexibly overcome these?	● How will you plan for success? What support will you need from SLT and governors? ● How will you share your plan? What support/resources do you need & from whom? ● What will the staff team need from you to be successful?

13. Sample Questions for Pupil Interviews (modify for subject/age of pupils)

Date:		Term:		Year group:		Subject/Focus	

Focus questions	Responses
What do you think science is?	
What have you learnt about during science lessons? Why are you learning this?	
What vocabulary are you learning in Science?	
How often do you do science? What do good scientists do to find out about science?	
Have you completed any experiments? Do you use the Science Lab?	
Do you think you are good at science? How do you know? How do you get feedback on your work in Science?	

Do you like science? Why or why not?	
What have you enjoyed doing in science lessons? Do you learn outside? Have you had any trips or visitors?	
What do you know/can you do that you couldn't before?	
What helps you to learn?	
What stops you from learning?	
What would you like to do more of?	
Do you use VR in Science? How does that help you?	
Do you get chance to rad books about your scientific topics?	
Do you use oracy in your science lessons?	
Do you learn outside in Science?	

Other comments:

14.

Standard lesson Observation (minimum 40 minutes)

Class: **Teacher:**   **Any Class details:**

Learning Focus	Success Criteria (S2S)	Subject (any other context notes):
Observed behaviours for learning in the lesson:		**Notes on provision for specific groups in the lesson:**

Teaching/Learning Strategy observed	Impact that it has on learning and achievement

Teaching/Learning Strategy observed	Impact that it has on learning and achievement

				Notes
Does the learning objective enable children to learn well and make good progress? Does it build on prior learning?	Yes	No		
Is there evidence that children are learning well against the stated learning objective?	Yes	No		
Were the behaviours for learning at least good in this lesson?	Yes	No		
Where children thinking hard to achieve well in the lesson? Was the core knowledge and understanding well developed?	Yes	No		
Does the learning environment scaffold current learning?	Yes	No		
Other adults are effectively deployed to impact on learning?	Yes	No	N/A	

Key strengths that allowed children to learn effectively in this lesson observation?	
Action/Strategy	**Impact on Learning**

What are the key changes that could be made to improve children's learning in this observation?	
Action/Strategy	**Impact on Learning**

Discussion in Response to Feedback		
Was Feedback Accepted?	**Yes**	**No**

Planning Reviews

Date: **Subject:**   **Led by:**

Compliance Questions			
			Notes
Is the subject aims document updated, saved in planning drive and published on school website?	Yes	No	
Is the sequencing document updated, saved in planning drive and published on school's website?	Yes	No	
Is there evidence that the subject has been audited for compliance against NC aims (or key guidance for R.E and PSHE)?	Yes	No	
Is there a relevant progression document to inform assessment in this subject area?	Yes	No	
Is medium term planning located on the staff drive?	Yes	No	

Quality Assurance and Self-Evaluation Questions			
			Notes
Is learning well sequenced? Does it build up knowledge and understanding in your subject area?	Fully	Appropriately	Requires Improvement	
Is prior learning highlighted in planning documents to ensure that learning opportunities are maximised?	Fully	Appropriately	Requires Improvement	
Does medium term planning evidence well chosen and sequenced Learning Focus? Are they clear and promoting a depth at age related learning?	Fully	Appropriately	Requires Improvement	
Do S2S in planning guide learners and provide opportunities for deep thinking and feedback?	Fully	Appropriately	Requires Improvement	
Does planning highlight how children with SEND needs will be enabled trough inclusive practice?	Fully	Appropriately	Requires Improvement	
Is vocabulary well developed in planning? I sit developmental with key vocabulary emphasised?	Fully	Appropriately	Requires Improvement	
Does planning guide clear, well structured opportunities for assessment?	Fully	Appropriately	Requires Improvement	
Does planning show appropriate resourcing to ensure best guidance for staff to deliver high quality learning?	Fully	Appropriately	Requires Improvement	
Does planning ensure high quality and appropriate enrichment in their subject areas (reading beyond subject, VR, trips, visitors, artefacts etc).	Fully	Appropriately	Requires Improvement	

Work Sample Reviews

These should be adjusted for your particular focus. That could be a cohort issue (disadvantaged pupils, SEND, those with high prior attainment etc) or a subject/disciplinary process. For example responses to reading, writing across curriculum, use of scientific enquiry, evidence of reasoning in mathematics, or responses to feedback. Work scrutiny may include books, learning platforms (See-Saw, Google classroom), videos, photographs etc.

Date: **Subject:**   **Led by:**

Compliance Questions			
			Notes
Is work in books well-presented and following school's presentation policy?	**Yes**	**No**	
Is there evidence of work in books following school's feedback expectations?	**Yes**	**No**	
Does work in books match the agreed planning outcomes?	**Yes**	**No**	

Quality Assurance and Self-Evaluation Questions			
			Notes
Is there evidence of age-appropriate learning being achieved?	**Fully**	**Appropriately**	**Requires Improvement**	
Does work evidence good progress from children's starting points?	**Fully**	**Appropriately**	**Requires Improvement**	
Does work evidence good progress from children's starting points for pupils' with SEND needs??	**Fully**	**Appropriately**	**Requires Improvement**	
Does work evidence good progress from children's starting points for pupils' with disadvantaged backgrounds?	**Fully**	**Appropriately**	**Requires Improvement**	
Does work in books evidence that children are challenged with hard thinking tasks (mathematical reasoning, inference in response to texts, scientific enquiry etc)?	**Fully**	**Appropriately**	**Requires Improvement**	
Is appropriate vocabulary applied well in work scrutiny?	**Fully**	**Appropriately**	**Requires Improvement**	
Does work scrutiny evidence that children's learning is well sequenced and they are building on their prior knowledge?	**Fully**	**Appropriately**	**Requires Improvement**	
Does work scrutiny evidence improved learning in response to feedback.	**Fully**	**Appropriately**	**Requires Improvement**	
Does work scrutiny evidence that children are getting chance to practise and recall key knowledge and understanding?	**Fully**	**Appropriately**	**Requires Improvement**	