Thames View Infants
Monitoring of Learning and Teaching

This form is intended to be for monitoring the quality of learning and teaching taking place across the school. The aim is to ensure that the quality of learning remains high, attainment is high, progress remains accelerated and that the impact of the School Development Plan is evident.

A choice from four letter codes will be used when making a judgement on each of the key elements:

X – Exceptional **S – Strong** **E – Expected Standard/Below School's Baseline**

N – Needs Attention/Notice to Improve **U – Urgent Improvement**

These grades may result in further action being perused under the LBBD's HR Policies for Teachers

Teacher : **Class :** **Subject :**

Monitor : **Date :** **Overall Judgement :**

Focus for observation :

Context **- Brief description of lesson &** Key objectives identified in planning:

Key Strengths Vs Key Development Areas:

Quality of Education:

Overall, Children are working:

National Averages	School Expectations
Above	Above
In Line	In Line
Below	Below

Average Development Stage (Attainment)	Average PPP for this class/subject (Progress) to date:		Summary:
Yr Gp:	Across the Year	Actual:	
	6- below Expected		Progress is Substantial & Sustained?
Class/Subject:	6+ Accelerated (School Minimum)		
	9+ Significantly Accelerated		
	10+ Exceptionally Accelerated		Y / N

Progress Since Last Observation (refer to teacher's previous targets):

Summary/Feedback (including targets and next steps):

Ofsted Informal Feedback Check-list:

		Check:
1.	A timetabled, daily story-time session takes place.	
2.	In KS1, children write with purpose and precision in Science/Foundation Lessons.	
3.	Beyond literacy lessons, teachers employ alternative methods for recording subject-learning intentions rather than children writing excessively.	
4.	In KS1, teachers use photos and other formative assessment methods to capture children's learning.	
5.	Key words/technical vocabulary are agreed at planning, and these are displayed within lessons.	
6.	The lowest 20% of children are reading on the correct book-band with fluency.	

Knows the Subject Well:

- knows the underlying concepts, conventions and frameworks associated with the subject;
- lesson plans reflect accurately the substance and spirit of the scheme of work, embracing the school's signature pedagogy;
- lesson plans demand work at appropriate levels to enable targets to be reached;
- clear objectives for learning for each lesson and over time;
- objectives are explained at the beginning and reinforced at the end and over time;
- children, including the lowest 20%, are reading fluently.

Attainment and Progress/Expectations:

- outcomes are evaluated against Nat/School expectations for year group as a whole, considering cohort's starting points, needs and any in-year SEND offer;
- children collaborating and/or working independently (where appropriately) at an appropriate noise level;
- has a clear view of what most pupils are expected to be able to do independently and by when;
- emphasises accuracy, precision and the correct vocabulary at all times;
- does not expect pupils to be dependent on the teacher;
- class informed of learning intention (in child speak) & key vocabulary at start of lesson;
- teacher writes clearly using school handwriting style;
- the teaching of reading is given a high profile within the lesson and outside of literacy lessons too (where appropriate);
- "Work" from Guided Sessions are annotated with Development Stages and cross-curricular literacy-based and subject-specific based (& in maths, numeracy-based) personalised targets reflecting formative assessments and focussed feedback;
- the Quality of Marking (beyond Literacy) is high and the Quality of Work (beyond Literacy) is high:
    - writing outcomes/standards in science and foundation/topic books compare favourably with those in writing books;
    - books are marked over-time in accordance with School policy; including, where appropriate, evidence of provision adapted in response to number of adults present.

Uses time and resources well:

- maintains good sense of pace/ensures pupils are on task for most of lesson (does not let tasks drag on);
- pace of learning is NOT overly driven by a culture of 'hands up';
- wastes very little time on administrative tasks;
- the room is well laid out and resources are easily accessible; uses good resources and requires pupils to engage with them;
- the lesson was well-planned, especially considering the number of available staff;
- Teaching Assistants are de-ployed effectively throughout the lesson.

Enrichment & Broadening/Personalisation/Teaching-Creatively/Inclusion/Developing Mastery:

- teachers (and Teaching Staff) are appropriately engaging and making appropriate provision for children with:
  - SEN/EAL/SEMH including "attachment" needs:
- where appropriate, the teacher is using their knowledge of the children to modify learning to engender personalised learning opportunities; including:
  - Children working independently/collaboratively in or out of class;
  - Gifted & Talented Pupils;
  - Learning taking place across lessons, subjects and transition times (break times. Lunch times etc).
- teachers plan lessons particularly creatively, maximising lesson time and coordinating resources well, to:
  - advance children of all groups;
  - broaden, enrich & deepen children's knowledge, understanding and skills;
  - instill a love of challenge and curiosity in pupils;
  - allow children to learn through additional non-class based extra-curricular activities including peer-teaching, collaborative work and personalised learning.
- within EYFS, activities are more directed for more developmentally secure pupils/those that are ready, are encouraged to be more diligent in task completion.
- the teacher is engendering a learning culture which challenges traditional dispositions to learning.
- there's a culture in which children are encouraged to thrive as leaders and inspire others.
- pupils who grasp concepts rapidly are challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material, consolidate their understanding, including through additional practice, before moving on.

Demonstration & Modelling (during Teaching & Guided Practice Segment of Lesson):

- core subjects are taught with precision;
- phonics are taught with particular precision (rejecting phonetically implausible attempts; knowing when to *spell-it* vs *sound-it-out on the run*);
- key vocabulary used often and explicitly throughout the lesson using an episodic manner;
- first-hand & "second-hand" experiences/resources being used as a stimulus;
- teacher-demonstrates & models the skills & concepts being taught, using technologies.
- children modelling & demonstrating key concepts to others, using technologies.
- knows best way to teach the subject (best analogies, examples, demonstrations etc to make it accessible);
- skilful use of speaking and listening skills by the teacher;
- teachers "unpacking learning" in small steps;
- selects teaching methods on the basis of fitness for purpose and uses a range of these;
- selects the right activities for pupils to carry out in order to reinforce the intended learning points;
- gives encouragement and praise to reinforce significant steps in learning;
- lays firm foundations before moving pupils to a higher task;

Interaction & Oracy:

- interaction between teacher and pupil, and amongst pupils themselves;
- the development of speaking and listening skills in the children is given a high priority;
- where appropriate, pupils are required to justify and extend their answers;
- questioning used to gauge understanding, with teacher changing approach if necessary;
- purposeful questioning targets groups of children and individuals with specific needs (NOT overly relying on a 'hands up' culture);
- teacher uses assessment information to re-focus teaching and teach pupils how to perform to target standard;
- a lively pace;
- episodes of Talk4Learning:
  - **Differentiated questioning,**
  - **Extended dialogue,**
  - **'Sustained shared thinking' with a skilled use of 'uptake',**
  - **Focussed Feedback,**
  - **Exploratory Talk,**
  - **Empowered Talk,**
  - **Talk buddies/partnered talk.**

Consolidation Segment of Lesson/Outcomes:

- well-selected, meaningful activities, enabling children to consolidate the intended learning points as effectively as possible;
- children using ICT:
  - to consolidate learning linked directly to the learning intention for that lesson;
  - to consolidate learning linked to the learning intention for that lesson, whilst at the same time revising key skills from within the ICT Scheme of Work;
- differentiated activities and support correctly matched to the pupils' ability and need;
- in Science and Foundation Subjects specifically, children write precisely and purposefully; and this is effectively managed and realistically planned for; children are not writing excessively.
- children sure of the consolidation outcome.
- the teacher *teaching* with a focus group/target group of children (as appropriate);
- support staff actively engaged within a specific task/seating arrangements;
- it is clear that the teacher is working with all groups equitably over time and across lessons;
- children motivated, on task and interested;
- children working individually, in pairs, groups or as a whole class;
- children accessing the writing and role play areas (if an English lesson).

HQ Marking & Feedback/Assessment for Learning:

- gives clear introductions, setting the lesson in context;
- frequently refocuses lesson to remind pupils of the main aims/purposes and to keep them on task;
- books are marked over-time in accordance with School policy; including, where appropriate, evidence of provision adapted in response to number of adults present.
- HQ marking, with targets overly-linked to sentence-level literacy work, is consistent across all writing-based books; showing progress/achievement overtime and successively more complex targets being agreed.
- HQ **Focussed Feedback** given (showing children's work on the visualiser etc) direct to pupils and groups of pupils during:
  - **teaching** time (often just before the point of *"off you go"*) and
  - **consolidation** time.;
- teacher completes formative assessments in a sustained manner over time, across all subjects;
- timely recapitulation throughout lesson and at the end to fix the learning points;

Maintains Motivation and Good Behaviour:

- children have a thirst for learning
- knows how best to ensure an orderly, effective classroom;
- pupils are well managed, high standards of behaviour/concentration maintained (pupils on task);
- expectations about behaviour are explicit;
- children remain on task even when undertaking personalised learning ventures out of class.

The Key Characteristics of an Effective Learning Environment:

The teaching space is deliberately planned to influence attainment:

- all pupils have clear sight and communication lines to the teacher and to each other;
- the whiteboard & screen are visible to all and screen are placed so there is little or no body masking;
- during reading lessons all pupils are able to see the text;
- the classroom is well maintained;
- all teaching space is functional for all children;
- the carpet area is used effectively;
- the environment reflects current work themes;
- if there is a distinctive area assigned to a curriculum area it has a clear purpose;
- displays and resources show evidence of a broad and balanced curriculum;
- displays of children's work are used to exemplify the range of Development Stages within the class;
- displays present children's work in the best way and are changed regularly;
- the work of all children is valued.

The room is attractive and welcoming as well as being functional and safe:

- potentially hazardous equipment is secured or removed;
- exit routes are clear;
- the room is aesthetically pleasing.

The environment promotes independent learning:

- children have easy access to the relevant equipment, books and resources;
- resources are effectively stored and displayed;
- drawers, shelves, cupboards and boxes are clearly labelled for easy retrieval and replacement;
- resources not used on a daily basis are stored in the appropriate resource centre;
- cupboards are not full of old, out of date books and materials;
- the use of resources promotes environmental and economic awareness;
- the children are given responsibility for the everyday routine maintenance of the classroom;
- all furniture in the classroom is necessary and serves a purpose;
- the classroom is not cluttered by children's personal belongings.

Leadership Implications (for you, where relevant):

- refocussed leadership priorities (short/medium/long-term implications);
- next steps/actions;
- reflection points;
- immediate implications for CPD and/or the Appraisal-cycle;
- developing yourself as a leader.

Inclusion

Strong Standard	Exceptional
Inclusion meets the 'strong standard' when the 'expected standard' has been met and all the following apply: • Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. • Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. Strategies are systematically and skilfully adjusted as needed, so that they make a sustained difference to pupils' opportunities and experiences. Well analysed, quantitative and qualitative data underpins leaders' decisions. • Leaders ensure that the pupil premium strategy is implemented and monitored effectively, including through ongoing, high-quality training and support for staff	Inspectors may consider leaders' work in inclusion to be 'exceptional' when the 'strong standard' has been met and all the following apply: • Exceptional standards of inclusion have been sustained over time so that barriers to learning and/or well-being for pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, are reduced exceptionally well to ensure highly positive outcomes and experiences for pupils. • Leaders' actions have a transformational impact on how well these pupils achieve and thrive across all areas of school life, and have ensured that they feel they belong within the school community. • There are no significant areas for improvement that leaders have not already prioritised. If this grade is awarded, leaders should use their exceptional success in this evaluation area to: • support improvement across all aspects of their own school and/or group • share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks

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Curriculum and Teaching (Learning!)

Strong Standard	Exceptional
Curriculum and teaching meets the 'strong standard' when the 'expected standard' has been met and all the following apply: • Leaders make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well pupils have learned what was intended. • Leaders ensure that the curriculum is of a consistently high quality across subjects and year groups. Leaders have a sophisticated understanding of the differences between subjects, so that pupils' learning at each stage can be secured quickly and shaped carefully in the anticipation of future learning. • Leaders ensure that the curriculum is consistently taught well. Highly effective teaching is embedded across subjects and year groups. Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects. • Teachers consistently make highly effective choices about what to teach, and when and how to teach it, in the context of the subject, phase and pupils' needs. • The school's approach to the curriculum and teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being is implemented consistently well across the school to remove barriers to achievement for these pupils.	Inspectors may consider leaders' work in Curriculum and Teaching to be 'exceptional' when the 'strong standard' has been met and all the following apply: • Exceptionally high standards in the curriculum and teaching have been sustained. Across all subjects and phases, well-planned, effective and highly responsive teaching quickly and securely develops the knowledge and skills pupils need to be successful. • Leaders' actions have a transformational impact on the learning of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to learning and/or well-being. These pupils are now exceptionally well prepared for current and later learning, and for future success. • There are no significant areas for improvement that leaders have not already prioritised. If this grade is awarded, leaders should use their exceptional success in this evaluation area to: • support improvement across all aspects of their own school and/or group • share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks

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Achievement

Strong Standard	Exceptional
Achievement meets the 'strong standard' when the 'expected standard' has been met and all the following apply: • Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, consistently achieve well, develop detailed knowledge and skills, and produce high-quality work across the curriculum. • Typically, this achievement will be reflected in above-average outcomes in national tests and examinations over time, including for disadvantaged pupils. Any gaps are quickly narrowing. • All pupils, including the groups above, are consistently well prepared for the next stage in their education, employment or training.	Inspectors may consider leaders' work in achievement to be 'exceptional' when the 'strong standard' has been met and all the following apply: • Exceptionally high standards of achievement have been sustained. Across all subjects and phases, pupils achieve consistently well, developing detailed knowledge and skills. This will be reflected in consistently high outcomes in national tests and examinations (where available). • Leaders' actions have a transformational impact on the achievement of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. These pupils now achieve consistently high outcomes and are exceptionally well prepared for their next steps. The difference between the attainment rate of the school's disadvantaged pupils and that of all non-disadvantaged pupils nationally is far narrower over time than the difference between the attainment rate of all disadvantaged pupils nationally and that of non-disadvantaged pupils nationally. • There are no significant areas for improvement that leaders have not already prioritised. If this grade is awarded, leaders should use their exceptional success in this evaluation area to: • support improvement across all aspects of their own school and/or group • share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks

Attendance and Behaviour

Strong Standard	Exceptional
Attendance and behaviour meet the 'strong standard' when the 'expected standard' has been met and all the following apply: • Leaders and staff have established a culture that is highly conducive to learning, in which pupils of all ages flourish. Leaders respond to the school's and pupils' changing circumstances and needs swiftly and skilfully. • Pupils show self-discipline and dedication to their learning. They learn how to manage their own emotions and resolve conflict with others. They consistently show high levels of respect for others and rarely need to be reminded about positive behaviour. Older pupils' behaviour, including consideration for others, sets an excellent example. • Tailored and responsive reasonable adjustments and adaptations, interventions and/or support for pupils who need help to improve their behaviour have a demonstrable impact. • The importance of high attendance is consistently promoted well by leaders and staff. High-quality training and support enable them to have supportive but challenging conversations with pupils and families when attendance needs to improve. • Leaders' actions to identify and tackle barriers to attendance result in high attendance or rapid and/or notable improvement, both overall and for individuals and groups.	Inspectors may consider leaders' work in attendance and behaviour to be 'exceptional' when the 'strong standard' has been met and all the following apply: • Exceptional standards of attendance and behaviour have been sustained over time so that there is a highly inclusive culture in which all pupils feel that they belong. Pupils who need it receive exceptional and tailored support from highly skilled staff to improve their attendance and behaviour, with perceptible results. • Leaders' actions have a transformational impact on how well disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being achieve and flourish across all areas of school life. • There are no significant areas for improvement that leaders have not already prioritised. If this grade is awarded, leaders should use their exceptional success in this evaluation area to: • support improvement across all aspects of their own school and/or group • share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks

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Personal Development and Well-Being

Strong Standard	Exceptional
Personal development and well-being meet the 'strong standard' when the 'expected standard' has been met and all the following apply: • Pupils develop secure and detailed knowledge across the personal, social, health and economic education, relationships and (where relevant) sex education programme and citizenship curriculum. • Pupils are confident, resilient and independent. They are reflective, behave with integrity and cooperate consistently well with others. They are very well prepared for life beyond school. • Leaders and staff have a deep understanding of all their pupils and are systematic in anticipating and identifying which individuals or groups might need additional pastoral support. What is provided is highly effective. Secondary-age pupils have a wide range of opportunities to learn about their options for education, support and training after school. The school engages well with employers in the local area to ensure that pupils are well informed. Pupils know what they need to do to achieve their ambitions. • The programme of personal development is extensive and carefully tailored to the school's context and pupils' aspirations. Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face barriers to their learning and/or well-being, participate and benefit fully. • Evidence of the impact of the personal development programme is clear on the outcomes and experiences of pupils, including the groups of pupils listed above.	Inspectors may consider leaders' work in personal development and well-being to be 'exceptional' when the 'strong standard' has been met and all the following apply: • Exceptionally high standards of personal development and well-being have been sustained. Pupils feel well supported, develop consistently detailed knowledge and skills, make a strong positive contribution to the school's inclusive culture and are exceptionally well prepared for their next steps and for life beyond school. • Leaders' actions have a transformational impact on the personal development and well-being of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. These pupils are now able to thrive in school and beyond the school. • There are no significant areas for improvement that leaders have not already prioritised. If this grade is awarded, leaders should use their exceptional success in this evaluation area to: • support improvement across all aspects of their own school and/or group • share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks

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Early Years in Schools

Strong Standard	Exceptional
Early years in schools meets the 'strong standard' when the 'expected standard' has been met and all the following apply: • Relevant leaders, including the headteacher, are highly knowledgeable about the early years. They make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well children have learned what was intended. • Leaders are highly effective in quality assuring the impact of education and care in the early years, which allows them to make rapid and sustained improvements when necessary. • Staff consistently maximise the opportunities for engaging children in high-quality interactions throughout the day, including during informal times and through care routines. They proactively seek out children who engage less readily with staff or other children. • Typically, children's achievement will be reflected in above-average proportions reaching a good level of development. • Children, including disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, develop a broad vocabulary and a detailed understanding across the 7 areas of learning and development. They are exceptionally well prepared for the next stage of learning.	Inspectors may consider leaders' work in early years to be 'exceptional' when the 'strong standard' has been met and all the following apply: • Exceptionally high standards of education and care in the early years have been sustained. Children achieve consistently well, and develop the knowledge and skills to be exceptionally well prepared for their next steps. • Leaders' actions have a transformational impact on the outcomes and experiences of disadvantaged children, children with SEND, those who are known (or previously known) to children's social care, and those with other barriers to their learning and/or well-being. • These children now achieve and flourish across all areas of school life. • There are no significant areas for improvement that leaders have not already prioritised. If this grade is awarded, leaders should use their exceptional success in this evaluation area to: • support improvement across all aspects of their own school and/or group • share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks

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Leadership and Governance

Strong Standard	Exceptional
Leadership and governance meet the 'strong standard' when the 'expected standard' has been met and all the following apply: • Leaders ensure that staff and governors feel valued and involved in the strategic direction of the school. Leaders provide meaningful opportunities for them to share perspectives and insights and collaborate throughout any change process. • Leaders use their detailed and insightful analysis of school performance to evaluate the effectiveness of their provision. They accurately identify, monitor and act on priorities for improvement, leading to consistently strong standards across all areas of the school's work or rapid improvement in any areas where this is not the case. • Leaders at all levels make a consistently positive contribution to the school's priorities and develop staff expertise as the key driver of improvement. They allocate enough time for staff to work together to achieve this. Staff understand their role in improving and sustaining standards and make a consistently positive contribution to this. • Governors/trustees use their knowledge and expertise to provide consistent support and robust challenge to leaders across all aspects of the school's work. Leaders have achieved a culture of high expectations and professionalism, which ensures a positive experience for all pupils. • Leaders have developed a highly effective culture of professional learning and expertise in which staff take responsibility for their own learning and are keen to continually improve their expertise. • Leaders ensure that there is a professional learning and expertise curriculum that is informed by the best available evidence, including research, and is precisely matched to priorities for whole-school improvement, subjects/teams/phases and individual needs.	Inspectors may consider leadership and governance to be 'exceptional' when the 'strong standard' has been met and all the following apply: • Exceptionally high standards of leadership and governance have been sustained. Governors, other leaders at all levels, and all staff make a strong, positive contribution to the school's strategic priorities. This leads to continued improvement and/or sustained high standards in all areas of the school's work. • Leaders' actions have a transformational impact on the outcomes and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. • These pupils achieve and thrive. • There are no significant areas for improvement that leaders have not already prioritised. If this grade is awarded, leaders should use their exceptional success in this evaluation area to: • support improvement across all aspects of their own school and/or group • share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks

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