Blackmoor Park Infant School and Kindergarten

Computing Policy 2019

"Learning and Achieving Together"

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Ratified by Governors	
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Signed Chair of Governors	
Signed Headteacher	Jo Hitchmough

Policy Statement:

Blackmoor Park Infant School and Kindergarten's curriculum is skills based and knowledge rich. As teachers we focus on the acquisition of knowledge, understanding and skills in lessons because we believe that our children should have the opportunity to study areas of the curriculum in greater depth. Using this approach we prepare our children to produce exceptional outcomes whilst developing their independence, curiosity, and creativity. In their time with us we ensure our children receive the essential knowledge they need to be educated citizens, introducing them to the best that has been thought and said, helping them towards an appreciation of human creativity and achievement. Together we produce collaborators, innovators, leaders and more than anything else, young people who understand what it means to be human.

(Please read in conjunction with "Curriculum Intent Statement", September 2019)

Computing is a foundation subject in the National Curriculum and is part of the 'Technology' strand of Knowledge and Understanding of the World, in the Early Years Foundation Stage (EYFS). This policy outlines the nature, entitlement and implementation of Computing taught in our school and underpins our school's values.

Definition:

DfE Definition

"A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world."

 (National Curriculum 2014)

Core purpose:

The National Curriculum for Computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Are responsible, competent, confident and creative users of information and communication technology.

The school's aims are to:

- Provide a broad, balanced, challenging and enjoyable curriculum for all pupils.
- Develop pupil's computational thinking skills that will benefit them throughout their lives.
- Meet the requirements of the national curriculum programmes of study for computing at Key Stage 1.
- To respond to new developments in technology.
- To equip pupils with the confidence and skills to use digital tools and technologies throughout their lives.
- To enhance and enrich learning in other areas of the curriculum using IT and computing.
- To develop the understanding of how to use computers and digital tools safely and responsibly.

The context of teaching:

The school believes that the three strands of IT, computer science and digital literacy are essential life skills necessary to fully participate in the modern digital world. Through computing, the school aims to allow children to become creators of digital content rather than simply consumers of it; provide access to a rich and varied source of information and content; communicate and present information in new ways, which helps pupils understand, access and use it more readily; motivate and enthuse pupils and provide opportunities for communication and collaboration, with the flexibility to meet the individual needs and abilities of each pupil.

We teach and apply computer skills through cross-curricular activities and experiences. The school has a robust Acceptable User Policy and Internet Policy. The school follows the DfE programmes of study for computing. The learning Platform is a rich and safe source of interesting courses and publications. The school teaches coding using Purple Mash as well as a variety of resources such as BeeBots.

Key stage 1
Pupils should be taught to:
- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

- create and debug simple programs

- use logical reasoning to predict the behaviour of simple programs

- use technology purposefully to create, organise, store, manipulate and retrieve digital content

- recognise common uses of information technology beyond school

- use technology safely and respectfully, keeping personal information private.

National Curriculum Computing Programmes of Study: https://www.gov.uk/government/publications/national-curriculum-in-englandcomputing-programmes-of-study

Teacher's planning and organisation:

Every class teacher is responsible for the computing taught in their class in consultation with their year team. Guidance will be provided from each individual subject leader, in relation to their subject. Subject leaders will monitor the delivery of specific computing skills taught through their individual subject. Planning is adapted to meet the needs of the pupils in each class.

With careful planning and preparation we aim to ensure that throughout the school children are given opportunities to develop knowledge, skills and understanding through:

• Practical activities through exploration, problem solving and investigations;
• Individual, group and whole class discussions and activities;
• using a variety of ICT based resources and programs including Barefoot Computing resources and Purple Mash software;
• using a range of computing equipment, including computers, I-Pads and bee-bots;
• looking at the part Computing has played in the development of many useful things we use and rely on in our everyday lives.

Wherever possible, our computing curriculum is to be linked to a project in order to give a context and make links with other subjects, for example, topics like position and rotation can be focused on using Bee-bots to develop a deeper mathematical understanding and a deeper understanding of computational thinking and 'debugging'. Our curriculum maps ensure complete coverage of the National Curriculum and the Early Years Foundation Stage curriculum.

Key outcomes:

By the end of **Key Stage 1** Children should be taught to:

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Use logical reasoning to predict and computing the behaviour of simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

Early Years Foundation Stage

It is important in the foundation stage to give children a broad, play-based experience of IT and computing in a range of contexts, including off-computer activities and outdoor play. Computing is not just about computers. Early years learning environments feature IT scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities such as 'programming' each other using directional language to find toys/objects, creating artwork using digital drawing tools and controlling programmable toys. Outdoor exploration is an important aspect and using digital recording devices such as video recorders, cameras and microphones can support children in developing communication skills. This is particularly beneficial for children who have English as an additional language.

Portfolios and books

All teachers are required to keep a portfolio of work for computing in their class – providing evidence for each skill covered. This portfolio can include examples of children's work, photographs, pupil voice, learning receipts and examples of cross curricular learning. This portfolio will be used also to show developing skills across the key stage. Examples of cross-curricular work can also be recorded in relevant subject books to provide further evidence for subject leaders. Further evidence can also be displayed in Year groups on the ICT suite display boards.

The majority of the formative assessment at Blackmoor Park Infant School will be taken from cross curricular work where children are applying range of skills in various contexts. Staff are required to complete Data Assessment Spread sheets at the end of each year and share these outcomes with the appropriate key stage coordinator using the numerical guidelines to assess children's work.

Context:

This policy should be considered in the context of:

- Blackmoor Park Infant School's Curriculum Intent
- Blackmoor Park Infant School's Curriculum Policy;
- Blackmoor Park Infant School's Subject Leadership Policy;
- Blackmoor Park Infant School's Assessment Policy;
- Blackmoor Park Infant School's Marking Policy;
- Blackmoor Park Infant CPD policy;
- Blackmoor Park Learning Assistant Policy;
- Blackmoor Park Infant SEND policy;
- Blackmoor Park Infant Appraisal Policy;
- Blackmoor Park Infant Display Policy.

Health and Safety

Children should be working in a safe environment, both in and out of the classroom. Children must be taught to handle electronic equipment (computers, I-Pads, Bee-bots) with care and respect their value. Children must be closely supervised when using electronic equipment and are taught about the possible dangers that could arise through mishandling and how to take responsibility for their own safety.

Teachers should refer to the school's Health and Safety Policy. It is the individual member of staff's responsibility to ensure that they have read, understood and acted on this information.

Roles and Responsibilities:

In their role a class teacher needs to:

- Have accurate knowledge of the school's and pupils' strengths and weaknesses
- Be knowledgeable in a range of subjects and have authority and influence
- Have clear expectations for raising and maintaining standards
- Facilitate a range of monitoring and evaluating procedures to improve teaching and learning
- Have well established systems for collecting, analysing and using assessment data

Class teachers are responsible for:

- Providing a challenging and stimulating Computing curriculum designed to encourage all children to reach the highest standard of achievement;
- Recognising and being aware of the needs of each individual child according to ability and aptitude;
- Ensuring that learning is progressive and continuous;
- Being good role models, punctual, well prepared and organised;
- Keeping up-to-date with educational research in Computing;
- Providing clear information on school procedures and pupil progress;
- Having a positive attitude to the development of their own expertise;
- Working collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Equal Opportunities and Inclusion

All pupils irrespective of ethnicity, religion, gender or ability are given equal access to the Computing curriculum where possible. Able, gifted and talented pupils will be supported through the subject developing analysis, thinking skills and evaluation techniques. Teachers aim to be sensitive to computing problems linked to ethnicity and religion.

Accountability:

The monitoring of the standards of children's work and of the quality of teaching in Computing is the responsibility of each key staff coordinator. The work of the phase Assistant Head also involves supporting colleagues in the teaching of computing, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The phase Assistant Heads provide the Headteacher with an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement by the end of July. This report is shared with Governors in the autumn term.

Self-evaluation:

Self-evaluation has been enhanced in the Ofsted framework (September 2019). All relevant subject leaders have access to a Job Description, the School Development Plan, Post Ofsted Action Plan and whole school improvement termly monitoring overviews. It is crucial that everyone has a good knowledge and understanding of what good quality teaching and learning looks like in Blackmoor Park Infant School and Kindergarten. **See Appendix 4 Assessment for learning page 11.**

Planning files will be monitored every term by subject leaders for computing coverage within their subject.

Monitoring and review:

This is a vital aspect of teaching. Within the context of the school and its policies, class teachers are responsible for establishing and ensuring high standards of teaching and learning in all subjects. They play a key role in monitoring, supporting and motivating other teachers and staff through coaching and peer mentoring. All are held to account through robust Performance Management targets. All monitoring in the form of lesson observations are conducted with care and sensitivity so that it contributes to learning and improvement. **See lesson observation pro forma Appendix 3 page 10.**

Learning walks are planned within the whole school context.

Examples of Monitoring

Lesson observations
Work sampling
Talking to staff/pupils
Monitoring plans
Analysing data
Teacher evaluation/pupils
Display – visual evidence, photographs, ICT etc.
Resources – audit use and accessibility
Pupil shadowing
Questionnaires
Request an external view from School Improvement Partner (LSIP)

Work sampling:

The purpose of the scrutiny of pupils' work is to: -
• Identify strengths and weaknesses.
• Explore differences between classes or groups.
• Develop a picture of whole school issues.
• Track and monitor the progress and attainment of individual pupils and groups of pupils within and between year groups.
• Give the senior leadership an overview of the standards and progress in that particular subject.

Publicity:

All teachers will be made aware of key dates in advance of the school year in compliance with this policy by SLT.

Monitoring:

The head teacher, members of the senior leadership team and members of the curriculum leadership team, will monitor the effectiveness of this policy.

Useful websites

www.barefootcas.org.uk
www.purplemash.com
www.bbc.co.uk

Appendix 1

Teachers' Standards Framework
Personal and professional conduct

The Teachers' Standards can be found on the GOV.UK website:
https://www.gov.uk/government/publications/teachers-standards

PREAMBLE
Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

▪ have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

▪ know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
▪ make use of formative and summative assessment to secure pupils' progress
▪ use relevant data to monitor progress, set targets, and plan subsequent lessons
▪ give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

▪ have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
▪ have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
▪ manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
▪ maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

▪ make a positive contribution to the wider life and ethos of the school
▪ develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
▪ deploy support staff effectively
▪ take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
▪ communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.
▪ Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
o having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
o showing tolerance of and respect for the rights of others
o not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
o ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

▪ Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

▪ Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix 2   Self reflection

Standards of Pupils' Work and Progress

• Are standards in line with EYFSP/ National Curriculum expectations/levels for the appropriate age?
• What standards are achieved by pupils and are there any variations or trends? (Over time; by gender, ethnicity, Pupil Premium, different classes).
• To what extent to high, average and low attaining pupils acquire and consolidate their knowledge, skills and understanding.
• Do pupils make progress in line with others of a similar ability?
• How well do pupils with SEND make good progress towards meeting the targets set for them?
• How well do pupils eligible for Pupil Premium make good progress towards meeting the targets set for them?

Teaching and Learning

• Do I have appropriate knowledge and understanding of all subjects?
• How effective is my planning, use of time and resources?
• Do I differentiate work effectively for pupils, include those with SEND?
• How effectively do I manage pupils' behaviour and organise work in the classroom?
• Are my pupils attitudes towards their learning positive and are they productive?
• How well do pupils understand the work I set and how well do they apply themselves?
• How well do I use ICT within all subjects?

Curriculum and Assessment

• How do I ensure coverage of the subject and progression and continuity of learning?
• Do I provide a broad range of opportunities for learning in all subjects?
• How do I provide equality of access and opportunity for all pupils?
• Do I understand school's approaches to assessment?
• Do I comply with the arrangements for recording assessments?
• Do I need any support with assessment?
• How do I use assessment to inform curriculum planning?

Staffing, Accommodation and Learning Resources

• Do I use support staff/additional adults appropriately?
• Do I contribute to their professional development ensuring their needs are met? (planning, feedback from interventions)
• Is my environment at least adequate to teach all subjects and are all resources of a high quality, accessible and well organised?
• what are the barriers for me to deliver consistently high quality lessons?

Appendix 3   Lesson Observation Pro-forma

Blackmoor Park Infant School

Observer

Class		Age group	
Teacher		Other adults	
Date			
Focus of lesson/session			
Observation period	From		To

Observation comments

Strengths of the lesson

Developments to be discussed

Agreed action

Signature

Appendix 4

**Assessment for Learning
Good Practice – Lesson Observation Form**

Teacher	Observer
Year group	
Lesson	
Number of Pupils	
Date	**Time** *How involved are pupils?* *Opportunities to discuss, think, share?*
	Notes
Planning	*New learning or consolidation?*
Clear objectives – *planning states what children should **learn** [rather than just 'do']. What new skills & knowledge are pupils gaining?*	
Differentiation – *distinct activities/expectations evident for one or more parts of the lesson*	
Prompt – *clear start, children ready & listening.* *– explanation of main activity: order, means, reason;* ***success criteria***	
Learning Environment – *children can see; organisation, displays, prompts, learning walls*	
Children clear on purpose – *relevance, links with previous learning?*	
Teacher modelling – *expectations, enthusiasm, voice, interest, pace, etc*	
Main Part	*Is there a smooth transition here?*
Children clear on what to do – *do pupils know what they are learning & why?*	
Quality of activities – *interesting, varied, children keen to start?*	
Differentiation – *can observer see clearly how this is done?* *Do pupils know & understand their targets?*	
Use of adults – *are LSAs & helpers well informed/prepared & utilised?*	
Focus/diffuse/intervention – *is there a pause/consolidation?*	

Mini plenary? *Dialogue & oral feedback?*	
Expectations of behaviour? *Are adults alert to social, emotional & learning needs of pupils?*	
Discussion – *talking partners/paired discussion, encouragement of thinking skills*	
Questioning – *open/closed/appropriate to ability. Targeted?* *Do pupils ask questions of each other, the teacher/other adults?*	
Engagement – *Are pupils working independently?* *Are they self-reliant?* *Do they take responsibility for their own learning?* *How well do pupils collaborate with others?*	
Use of ICT?	
Finish	
Feedback – *synopsis of what has been learned rather than what has been done*	
Children's responses – *are they clear/accurate* *in expression of their learning?* *Are they happy with their work? Proud of it?* *Pupils involved in assessing their own learning?*	
Evidence of learning – *is it consistently of a good standard?* *Are they developing habits of good learning or easily distracted?* *Are all groups making the same/different progress?*	
High finish – *enthusiasm, praise, positive ending*	
Strengths of lesson	**Areas for Development**

Appendix 5   Work Scrutiny Record Sheet

Date	Term	Year group	Subject

Name of Children	
Was the work suitably presented? **Differentiation**: (choose 3 dates at random) • Are ability groups doing the same or different work? • How is work differentiated? • Is challenge offered through depth and breadth?	
Did the marking help the child to improve? **Impact of Marking:** · • How do pupils respond to marking? • Are improvements evident from pupil responses and skills applied over time? • Is marking up to date? • Is marking in line with school policy? • Is there evidence of quality marking? • Is presentation in line with school policy?	
Did the work presented reflect the planning? • Is work pitched in line with year group programmes of study? • Is assessment used to give timely intervention? • Can you determine what has been taught? • Can you determine what has been learned? • Are all children challenged? • Does the quality of the books match leader's intent of the curriculum?	
What would you consider the content of the work to be? Expected standard? Greater depth? Working towards the standard? **Progress and Learning:** • Choose 3 dates at random; is there an improvement over time? • Is there a good range and quantity of content (including a balance between skills and application)?	

Pupils comments about their books:

Possible areas for development

Appendix 6

The Value and Purpose of Carrying out Scrutiny of Work

The purpose of scrutinising pupils' work is to:-

• Raise standards by identifying areas for development;
• Identify strengths and weaknesses in the quality of teaching and learning, and then to share good practice and address shortcomings;
• Track and monitor the progress and attainment of individual pupils and groups of pupils within and between year groups;
• Provide documentary evidence of pupils' progress and attainment over a period of several years;
• Develop a picture of whole-school issues such as marking, assessment, hand-writing, curriculum coverage, equal opportunities;
• Establish the extent to which cross curricular strands and/or skills are being promoted or developed, such as personal, social and health education, literacy, numeracy, information and communication technology;
• Give the subject co-ordinator an overview of the subject across all year groups.

How frequently should the scrutiny of work be carried out?

• The scrutiny of work should take place according to pre-arranged timescale, usually linked to the School Improvement Plan;
• It is likely that a school would want to carry out the scrutiny of work in core subjects, English, mathematics and science on a more regular basis than in the foundation subjects;
• The frequency of scrutiny of work depends on the size of the sample to be covered, the personnel involved, and the intended outcomes of the activity.

Is it possible to carry out scrutiny of work in all subjects?

• The scrutiny of work in religious education, English, mathematics, science, history, geography, art and design and design and technology is usually easier than the scrutiny of work in information and communication technology, music and physical education;
• It should be possible to track the work of pupils in almost all subjects through some sort of recorded information;
• It is not always possible or even desirable to scrutinise the work of Nursery and Reception pupils;
• The nature of scrutiny will vary for the different subjects, and may well include photographs and models for art and design and design and technology;
• The scrutiny of some work in information and communication technology will only be possible through the scrutiny of work in other subjects.

By whom should the scrutiny of pupils' work be carried out?

• The scrutiny of work can be carried out by teachers, subject/aspect coordinators and/or the senior management team;
• Members of the Governing Body can be involved in the scrutiny of work;
• Before determining who will carry out the work scrutiny, it is necessary to establish the purpose of the work scrutiny exercise;
• Work scrutiny can be carried out by individuals or groups of staff;
• The scrutiny of work can be carried out by external consultants.

At what stage in the school year should work be scrutinised?

• The scrutiny of work should ideally be spread over the course of the school year to make the exercise manageable;

• If the work scrutiny has been planned well in advance, and samples of books have been kept, it is possible to carry out work scrutiny at any stage in the school year;
• If the school has not kept samples of books, it is easier to carry out work scrutiny at the end of the term or at the end of the academic year.

Should the scrutiny of work take place in all of the year groups in each key stage?

• The nature of the scrutiny of work exercise depends very much on the expected outcomes or the intended purpose of the activity;
• There are times when it is more helpful to reduce the sample of work, so that key features can be explored in greater depth;
• There are times when it may be more productive to target individual year groups or key stages;
• It may be appropriate on occasions to sample the work of individual teachers, rather than to sample subjects, year groups and key stages;
• The sample of work to be scrutinised should be determined well in advance so that specific and predetermined criteria can be met, ensuring that the work scrutiny is a well focused and purposeful activity.
How large should the sample of pupils' work be in order to make well founded judgements?
• It is useful to compare the work of pupils of different abilities, and the usual sample contains the work of one higher, one lower, and one average attaining pupil;
• There are times when it is more useful to scan the work of a complete class, especially when the focus is linked to a whole-school issue such as marking or presentation;
• There are times when it is only necessary to look at the work of one pupil in the class, for example to determine curriculum coverage;
• It is sometimes useful to look at the work of groups of pupils across the whole-school, for example, pupils with English as an additional language, special educational needs, or Traveller children;
• The size of the sample should be decided in advance of the work scrutiny activity and should ensure that the predetermined intended outcomes can be met.

What criteria should be used for the scrutiny of pupils' work?

• The criteria for the scrutiny of work should be determined well in advance and should be linked to the School Improvement Plan;
• The criteria for the scrutiny of work should be shared with all staff well in advance of the exercise;
• Criteria may be subject specific, such as the extent to which pupils have the opportunity to develop investigative skills in mathematics and science;
• Criteria may be linked to whole-school issues such as presentation, assessment or marking;
• The criteria for the scrutiny of work may be different for different key stages, classes or groups of pupils.

How should the focus for the scrutiny of work be decided?

• The focus for the scrutiny of work should arise from and link to ongoing school development;
• The focus for the scrutiny of work may come from the School Improvement Plan, the subject/aspect/key stage coordinator, or the senior management team;
• The focus should be clearly stated in advance of the scrutiny of work exercise so that all staff are fully apprised and aware of the purpose of the activity
• The main purpose of the scrutiny of work is to raise standards in the school, and it is therefore possible that the focus of scrutiny may be the results of national end of key stage results;
• The focus for the scrutiny of work may be in response to government initiatives such as social inclusion, literacy or numeracy.

What are the expected outcomes of the scrutiny of work?

• The outcomes of work scrutiny should be decided in advance of the activity and should be linked to the focus of the activity;
• The actual outcomes may not be the expected outcomes;
• The outcomes of the scrutiny of work should inform school development and should be instrumental in raising standards throughout the school;
• The intended outcomes of the activity and the actual outcomes of the activity should be shared with staff;
• The actual outcomes should be recorded for future reference.

The role of the coordinator in guiding and organising the scrutiny of work, and in sharing strengths and weaknesses with staff:

• It is likely that the coordinator will be responsible for organising the scrutiny of work;
• The coordinator must have a clear focus for the scrutiny of work, and a plan for ensuring that the activity is successfully completed within a given timescale;
• The coordinator will need to discuss the focus of the scrutiny with members of the senior management team, to ensure that the scrutiny or work is purposeful and that it is an integral part of school development;
• The coordinator will need to meet with colleagues to explain what the focus of the work scrutiny is so that they are clear about the intended outcomes of the exercise.

When planning the scrutiny of work, the coordinator should consider the:-

- Focus/purpose of the activity
- Intended outcomes
- Number of samples of work required and range of work required
- Timescale for the exercise
- Way in which the scrutiny will be recorded
- Involvement of colleagues
- Arrangements for feedback to individual colleagues and/or the whole staff
- Arrangements for feedback to the senior management team/Governing Body

Feedback to colleagues

- Before feeding back individually to colleagues, or to the whole staff, the person responsible for the scrutiny of work exercise should draw up the main outcomes in terms of strengths and weaknesses
- Feedback to colleagues should be clear and helpful, and should be clearly linked to the focus of the scrutiny of work;
- Individual feedback should be presented in a sensitive way, but should nevertheless give a clear picture of strengths and areas for development;
- Feedback to the whole-staff or senior management team, should take place after individual feedback, and should draw together the main outcomes of the scrutiny of work activity.

The main outcomes of the scrutiny of work should provide the basis for devising ways in which the school can move forward;

- Written records of the scrutiny of work should be kept by the school as a point of reference and should clearly explain:-
- The focus of the activity
- The outcomes of the activity
- The use made of the outcomes to move the school forward

Appendix 7

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Analysis of Work Scrutiny
Food for thought
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Points to consider to focus thinking areas for further school development.

Time for the subject

• What time should be given to this subject over the year?
• What time is given to this subject on the timetable?
• Does the evidence of work completed indicate that sufficient time is given to this subject?

Balance of work across programmes of study

• How many opportunities were pupils given to cover these within the curriculum map of the year group? Is this sufficient?
• What is the balance of coverage of the attainment targets? Is this appropriate?

Depth of study. Continuity and progression

• Does the sequence of work covered promote deep learning by being connected?
• Does the choice of work focus encourage learning progression by building on skills previously taught?
• Do the opportunities promote subject vocabulary and subject skill development?

Development of thinking skills and problem solving

• Is there enough evidence being encouraged to think and use their own ideas?
• How much work is copied? Death by worksheet?

Differentiation

• Is the work differentiated for different abilities and age ranges?
• Is there enough evidence of children being presented with a variety of recording opportunities to support different learning styles?

Other evidence?

Is this all the work covered in this subject evidenced somewhere?
How is speaking and listening, discussion and debate, role play, practical work with no recording, temporary work – e.g. individual whiteboard work recorded to demonstrate evidence of learning?
Is this an area of development for the subject and school?
Could photocopied short summary be pasted into book as appropriate place? Children or LSA could stick them in quickly. They then help children remember this learning when reviewing their learning in book over time.

Appendix 8   Request for CPD

This form is to be used to request any CPD opportunity that will incur a cost to the school. The form is completed and handed to the Headteacher at least 3 weeks before the CPD is to take place.

CPD opportunity
Members of staff involved
Total Costings – including supply teacher costs (£200 a day - £100 per half day)
Anticipated impact on pupil's learning – include details of how the new skills/knowledge will be shared with the wider staff
Date of anticipated CPD **Date passed to Headteacher** **CPD approved by Headteacher.   YES/NO** **Reasons for decision**
Date and suggested feedback method to staff: