

Blackmoor Park Infant School and Kindergarten



Teaching of Phonics, Reading and Writing Policy 2019

“Learning and Achieving Together”

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Reviewed	November 2019
Date for review	July 2022
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Policy Statement:

Learning is the purpose of the whole school and is a shared commitment. Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning. As an Infant School, the distinctive values of respect, compassion, trust, justice, friendship and community are promoted through the experiences we offer to all our children. Our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. They progress onto Read Write Inc. Literacy and Language and Read Write Inc. Spelling once they can read with accuracy and speed.

Definition:

Ruth Miskin Definition

Read Write Inc. Phonics is a whole-school approach to teaching literacy for 4 to 9-year olds that creates fluent readers, confident speakers and willing writers. It integrates phonics with comprehension, writing, grammar, spelling and handwriting, using engaging partner work and drama.

<https://ruthmiskin.com/en/find-out-more/parents/>

Core purpose:

Five key principles underpin the teaching in all Read Write Inc. sessions:

Purpose – know the purpose of every activity and share it with the children, so they know the one thing they should be thinking about

Participation – ensure every child participates throughout the lesson. Partnership work is fundamental to learning

Praise – ensure children are praised for effort and learning, not ability

Pace – teach at an effective pace and devote every moment to teaching and learning

Passion – be passionate about teaching so children can be engaged emotionally.

Phonics Screening Check Year One

The Year 1 phonics screening check is a short, light-touch assessment to confirm whether individual pupils have learnt phonic decoding to an appropriate standard.

It will identify the children who need extra help so they are given support by our staff to improve their reading skills. They will then be able to retake the check in Year 2 so that we can track pupils until they are able to decode.

The context of teaching:

Read Write Inc. Phonics

The programme is for:

- Pupils in Year R to Year 2 who are learning to read and write
- Any pupils in Years 2 who need to catch up rapidly

In Read Write Inc. Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In Year R we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

The programmes' 'cycle of instruction' means that, after direct instruction and guided practice, the pupils teach another pupil. In this way they all rehearse and consolidate what they have been learning. This helps the pupils to make their understanding clear to themselves and helps the teacher deal with any misconceptions. 'Partner teaching' is a key assessment tool. We also use this approach very effectively in other subjects.

In Read Write Inc. Phonics, because the pupils are grouped across the school in terms of their reading ability, they are reading at an appropriate decoding level every day. The homogeneous groups in the Phonic lessons help us to focus the teaching and ensure pupils learn to read quickly. Staff teaching Read Write Inc. Phonics record the results from the Assessments 1 and 2, which take place every eight weeks. This data allow us to intervene in different ways. For instance, we quickly move pupils to another group if they are progressing faster than their peers. Those who continue to struggle have one-to-one tutoring so that they keep up. All the pupils are engaged, with a positive impact on their behaviour. They learn to participate fully: we agree with them the rules for working in a group or discussing with a partner. We discourage 'hands up' for answering questions because we believe that all pupils should answer every question. The teacher selects pupils to answer.

The Read Write Inc. programmes have detailed lesson plans. These give the teachers practical day-to-day guidance, but we work hard to build on these plans so that the lessons are matched carefully to the needs of their particular group. Every activity is prepared thoroughly and has a clear purpose. The teacher explains this at the beginning so that the pupils understand, during the activity, what they are learning and why.

Additional support for lower-attaining pupils learning to read

Pupils in the 'lowest' attaining group have the widest variety of needs. This is therefore the least homogeneous group. In order to give these pupils the same carefully targeted teaching as all the other groups, some of these pupils have daily one-to-one tutoring for 10 to 20 minutes, in addition to their group session in the morning. This tutoring helps us to meet their individual needs. Once these pupils have learnt to read they will receive additional support when learning to spell.

Key outcomes:

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves. Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day.

Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Assessment

Assessing and tracking progress

We assess all pupils following Read Write Inc. Phonics using the Entry Assessment. We use this data to assign them to Read Write Inc. Phonics. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all pupils, whenever they join us, so we can track all of them effectively, including those eligible for the pupil premium. We record their starting date and entry point on the tracker to monitor the rate at which they are making progress. We can also easily identify those who joined the programme later.

In addition, we use a standardised reading test NFER so that we can ensure that the gains our pupils are making are age-appropriate. We aim for all children to be accurate and speedy readers by the time they enter Key Stage 2. By the end of Key Stage 1, the vast majority of our pupils are able to read aloud age-appropriate texts accurately and with sufficient speed for comprehension. This means that we can focus on developing their comprehension,

preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject, even into secondary school.

Homework:

We support pupils to select appropriate books to take home, depending on what support they might receive at home. Pupils who receive little help take home books that they have already read in the Read Write Inc. Phonics lesson. This means that they are confident to read at home, even if their parents cannot read with them. Pupils also take home stories and non-fiction that they cannot yet read for themselves but that have been read to them. Stories and new vocabulary are explained and discussed so all pupils have access to the books they read. Pupils also take home familiar picture books so that they can re-tell the story out loud and recall details and vocabulary.

Personal development, behaviour and welfare

Pupils have very positive attitudes to the programme. Their good behaviour and the virtual absence of low-level disruption in lessons contribute to the progress they make. We support this behaviour by using silent signals for gaining their attention, for setting up partner routines, and for managing the way pupils move around the classroom. Everyone uses the same signals. The teachers are encouraged to use these strategies in other lessons, too, so that the approach to behaviour is consistent throughout the day.

We believe that the partner work and the homogeneous groupings organised to teach Read Write Inc. Phonics, help the pupils learn to work together. Effective partner work has the benefit of helping pupils to work closely with others – especially those who are not their best friends. Quick bonding activities help new partners to get to know one another. Boys and girls, first and second language learners, assertive and reticent pupils, and pupils of different ages learn to get on together. Potential bullying is explored and discussed so pupils know how this can develop and how to deal with it if it does.

Pupils are taught the manners and behaviour that are necessary to work with adults and other pupils. Adults are expected to demonstrate positive attitudes and good manners, and to act as role models for pupils. Praise for hard work and good behaviour is fundamental to pupils' progress. The values of courtesy, consideration and kindness are at the heart of every lesson, taught through the programme and embedded in other lessons. All the staff use the same positive strategies for behaviour management across the school. Working well together, as part of a team, is at the core of the school's work – for staff and pupils.

Effectiveness of leadership and management

Shared vision

The school's shared vision is that every pupil learns to read quickly and continues to read – widely and often. The Assistant Headteachers work with all the staff to ensure that this happens. In particular, they work closely with the reading leader to monitor the quality of teaching and to provide coaching for staff (teachers and teaching assistants). The role of the reading leader is critical. Alongside the Assistant Headteachers, the reading leader drives the teaching of Read Write Inc. Phonics, ensuring that all pupils follow the Literacy and Language programme by the end of Year 1 / Term 1 Year 2.

The reading leader's roles include:

- Ensuring that our teaching of reading is of the highest quality and that all our pupils make progress.
- Ensuring pupils in the 'lower progress' group are making good progress and organising one-to-one tutoring for the pupils who need extra support.
- Keeping the groups homogeneous, i.e. at the same reading level providing further training (through masterclasses, coaching/ observation and face-to-face feedback)

She can give this support every day because she does not often teach a group herself. Teachers alert the reading leader to any pupil whose progress is faster or slower than the rest of their group. The reading team is made up of a team of good teachers and teaching assistants (TAs) who each teach a group of pupils at the same reading level. Our LSAs generally teach small groups of between four to eight children.

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.

To minimise the risks we will ensure:

- Children must consider health and safety issues and consequences and operate in a safe and hygienic manner.
- Risk Assessments will be included in the planning and reviewed annually.

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 Phonics input 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 Phonics and Reading;
- 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 Phonics and Reading 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 scientific problems linked to ethnicity and religion.

Accountability:

The monitoring of the standards of children's work and of the quality of teaching in Phonics and Reading is the responsibility of the English Phonics subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Phonics, being informed about current developments in the subject matter, and providing a strategic lead and direction for standards in the school. The English Phonics Lead provides the Headteacher with a half termly report in which s/he evaluates the strengths and weaknesses in Phonic standards, and indicates areas for further improvement by the end of the next half term.

Self evaluation:

Self evaluation has been enhanced in the Ofsted framework (September 2019). The English Phonics subject lead has 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.**

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 the English Phonics subject lead.

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

<http://jollylearning.co.uk/> - Games and information for parents

<http://www.phonicsplay.co.uk/> - many games to play

<http://www.bbc.co.uk/bitesize/ks1/literacy/phonics/play/> - fun games for the children to play

<http://www.ictgames.com/literacy.html> - fun games for the children to play

http://www.kenttrustweb.org.uk/kentict/kentict_home.cfm - fun games for the children to play and information for parents

<http://www.ngfl-cymru.org.uk/> - fun games for the children to play

<http://www.starfall.com/> - fun games for the children to play

<http://www.firstschoolyears.com/> - fun games for the children to play

BBC Bitesize - many games to play covering all areas of the curriculum

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:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - 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
 - 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 <i>How involved are pupils? Opportunities to discuss, think, share?</i>
	Notes
Planning	<i>New learning or consolidation?</i>
Clear objectives – <i>planning states what children should learn [rather than just 'do']. What new skills & knowledge are pupils gaining?</i>	
Differentiation – <i>distinct activities/expectations evident for one or more parts of the lesson</i>	
Prompt – <i>clear start, children ready & listening. – explanation of main activity: order, means, reason; success criteria</i>	
Learning Environment – <i>children can see; organisation, displays, prompts, learning walls</i>	
Children clear on purpose – <i>relevance, links with previous learning?</i>	
Teacher modelling – <i>expectations, enthusiasm, voice, interest, pace, etc</i>	
Main Part	<i>Is there a smooth transition here?</i>
Children clear on what to do – <i>do pupils know what they are learning & why?</i>	
Quality of activities – <i>interesting, varied,</i>	

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

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Appendix 5 Work Scrutiny Record Sheet

Date	Term	Year group	Subject
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Name of Children	
Was the work suitably presented? Differentiation: (choose 3 dates at random) <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> • Is work pitched in line with year group programmes of study? • Is assessment used to give timely intervention? • Are all children challenged? 	

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

Analysis of Work Scrutiny Food for thought

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

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: