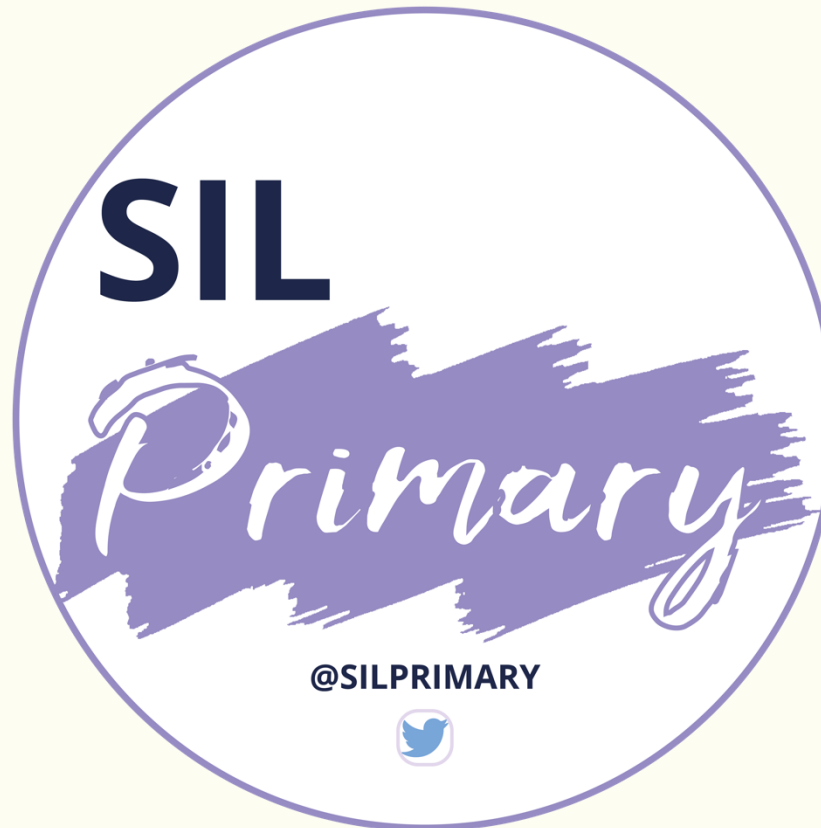


Monitoring and Standardisation

Melanie Pitt



School Improvement
Liverpool

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**INTEGRITY
PURPOSE
KNOWLEDGE**

Aims

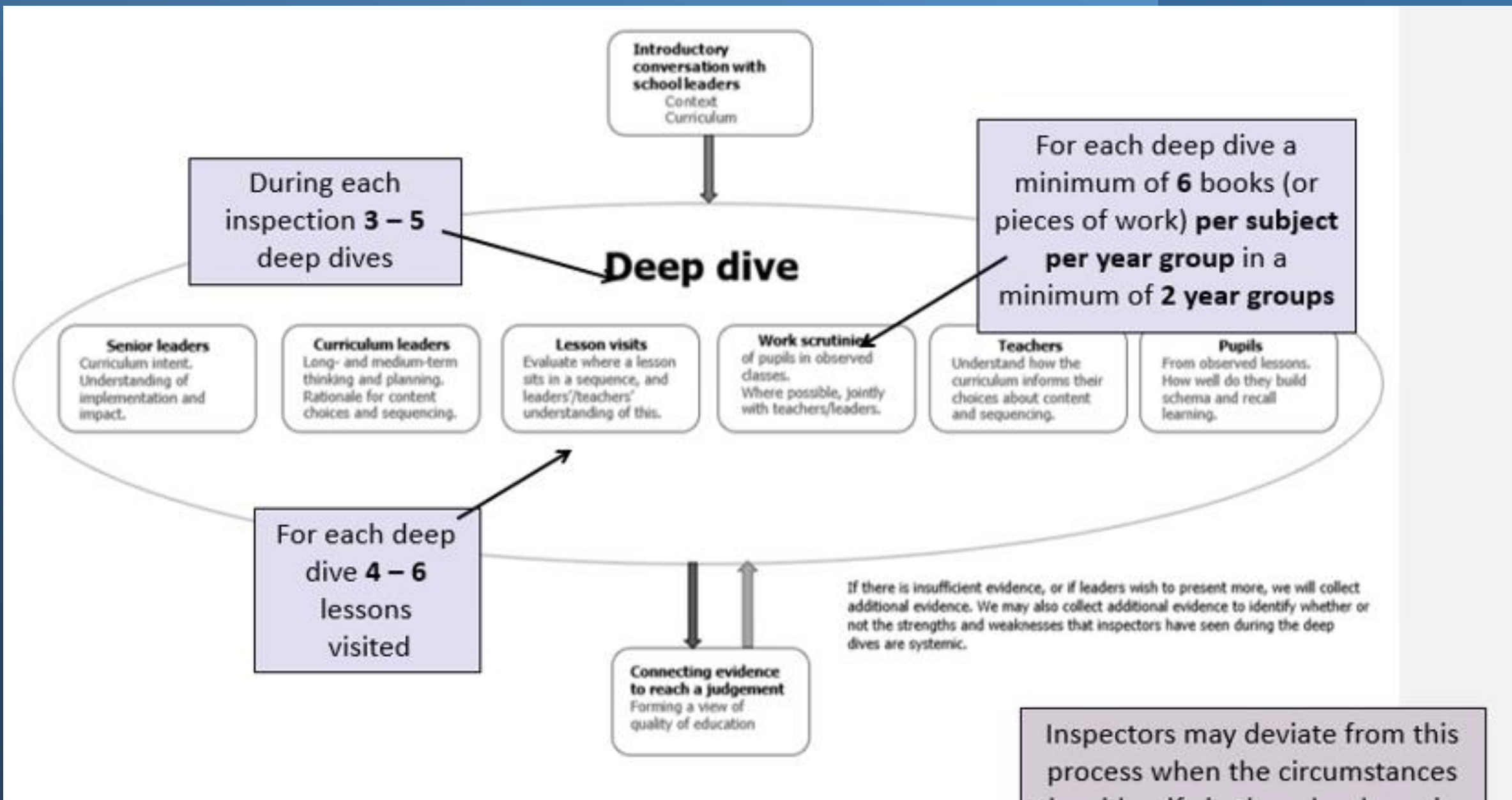
- How to monitor your subject
- Explore accurate judgements
- Identify gaps



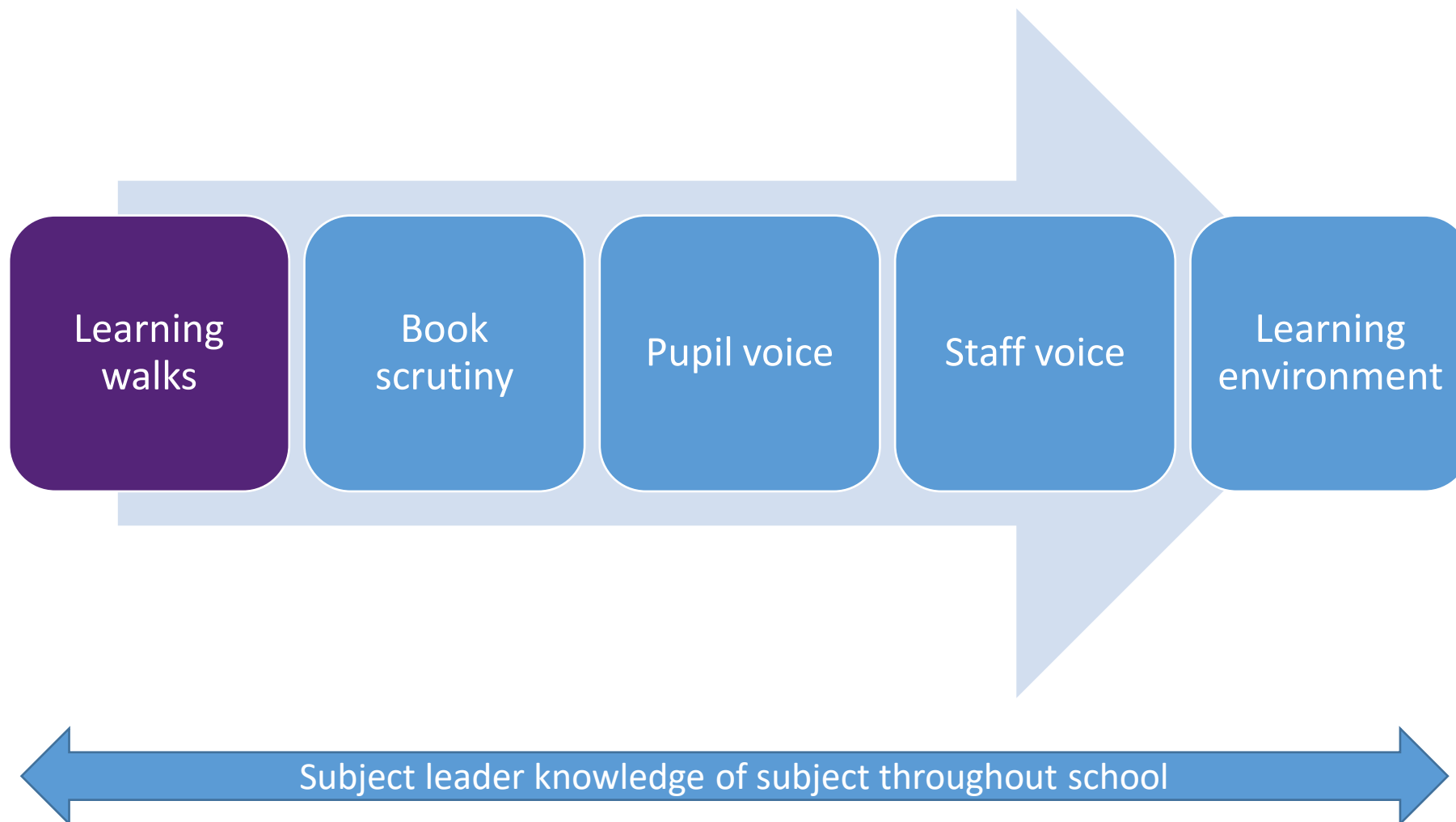
Monitoring

- Is planning being followed?
- How do you know?
- What will you do next?





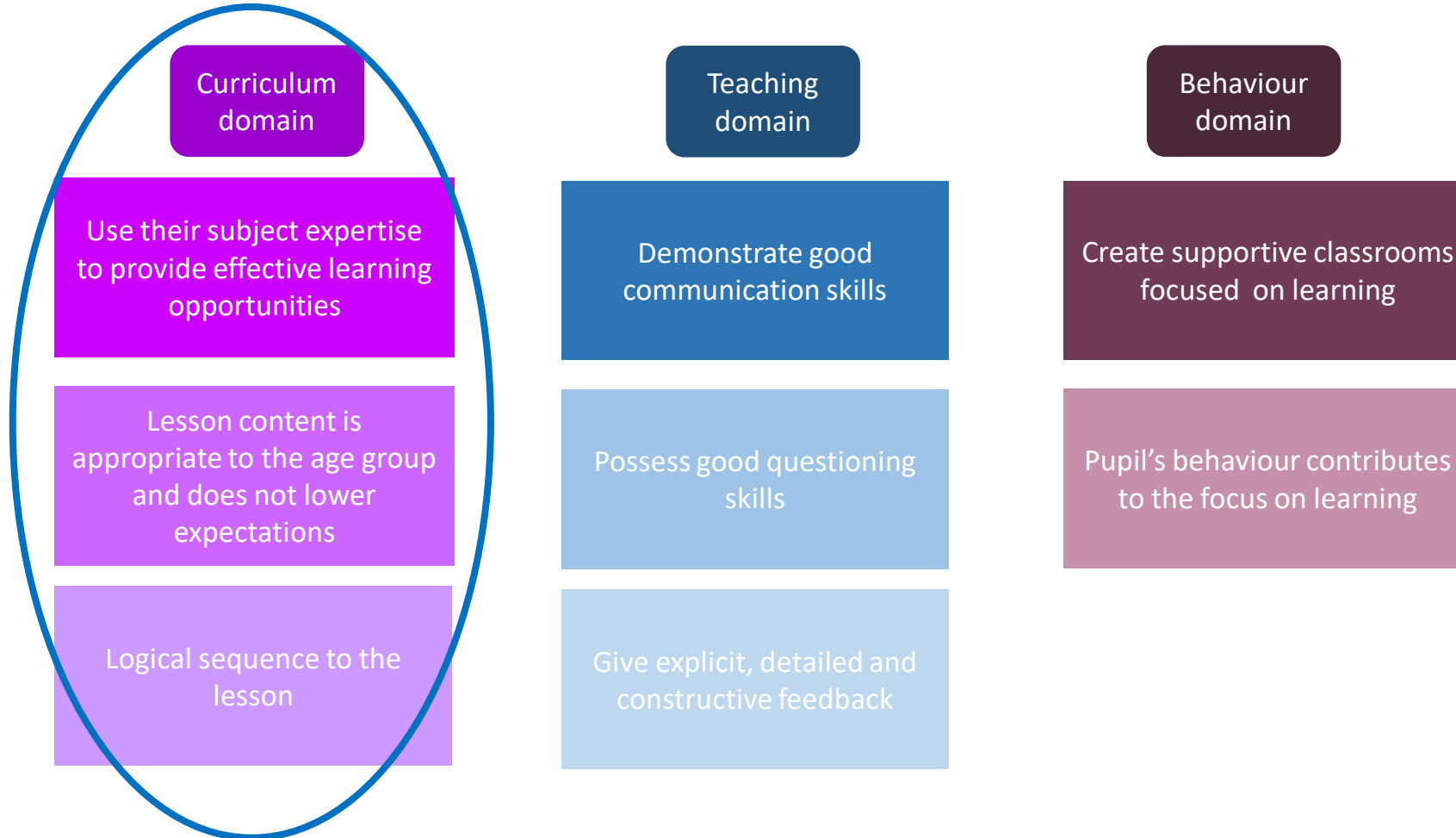
Quality assurance



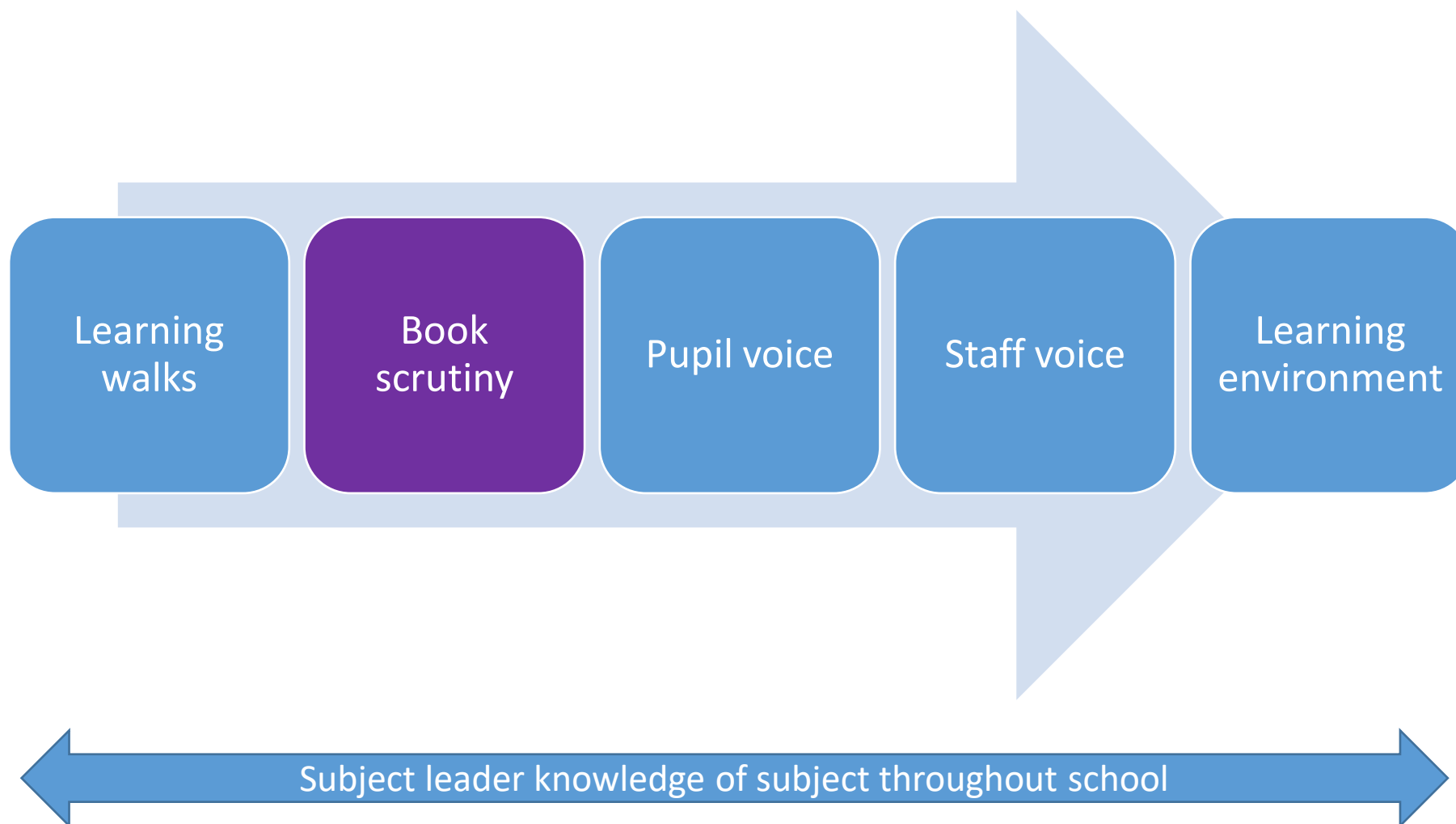
What do you need to look for on a learning walk?

- Whole School environment for subject
- Classroom environments-evidence of working walls, key resources for subject, prompts
- Have your LTP, MTP and progression documents handy.
- Can you see what you are *expecting* to see?
- Talk to the children- what are they learning? How do they know if they're being successful in the subject?
- Ask the children to talk you through their last few pieces of work/lessons for the subject- use their books as a stimulus.

Lesson observations



Quality assurance



Book Scrutiny

Building on previous learning

Pupils' knowledge is consistently, coherently and logically sequence so that they develop incrementally over time. There is progression from the simpler and/or more concrete concepts to the more complex and/or abstract ones. Pupils' work shows that they have developed their knowledge and skills over time

Depth and breadth of coverage

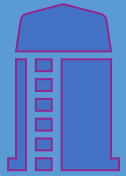
The content of the tasks and pupils work show that pupils learn a suitability broad range of topics within a subject. Tasks also allow pupils to deepen their knowledge of the subject by requiring thought on their part, understanding of subject-specific concepts and making connections prior to knowledge

Pupils progress

Pupils make strong progress from their starting points. They acquire knowledge and understanding appropriate to their starting points.

Practice

Pupils are regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding in a discipline. They can recall information effectively, which shows that learning is durable. Any misconceptions are addressed and there is evidence to show that pupils have overcome these in future work.



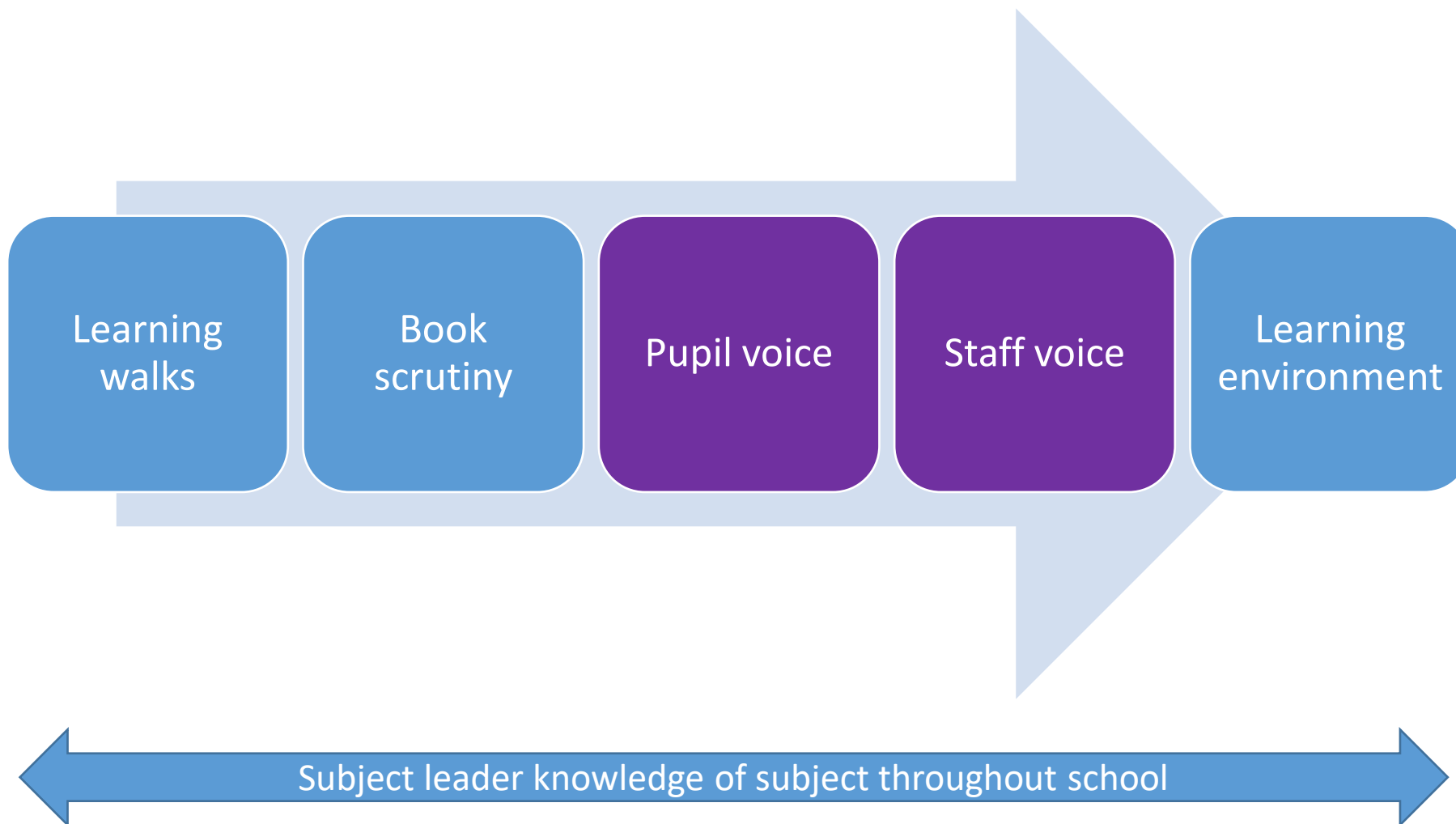
Book Scrutiny things to think about?

(Have your LTP, MTP, progression document and vocabulary with you.)

- What are you expecting to see?
 - Are they following the objectives, knowledge, skills and vocabulary planned?
 - Is there a variety of types of work (dependent on subject)?
 - Can you see a sequence of learning?
 - Are they building on previous learning?
 - Are they having an opportunity to practice what they have learned?
 - Are they making progress?
- “...progress is knowing more and remembering more...”*
- Does the marking reflect the objective being taught?

Date	Initials of chd and Yr group	What	Notes

Quality assurance



Pupil Voice

Child's Name:

Year Group:

Date:

Conducted by:

Meeting Children with their Work: linked to Intent (alongside their books)

Tell me what does...*Subject*...mean to you? What do you like about your ...lessons?

How do you know what you are going to learn in each lesson?

Show me an example in your work that you found challenging? What did you do? What did your teacher do?

Show me a piece of work that you found easy?

How do you know when you have been successful?

What do you do when you are stuck? (This question could lead to a discussion about resources, environment, adults)

Can you tell me some of the words that you have learnt or that you have used in... this year?

Do you use.... in any other subjects?

I can see in your book you were learning about...last week. Can you tell me what you remember about it?

Recent Ofsted pupil voice questions



What were you learning in today's lesson?



How does this link to what you have done before?



What new things did you learn today?



Can you explain where you might have seen this topic elsewhere?



How do you use the examples/ models to help you with your learning?



How many of the starter questions did you complete?



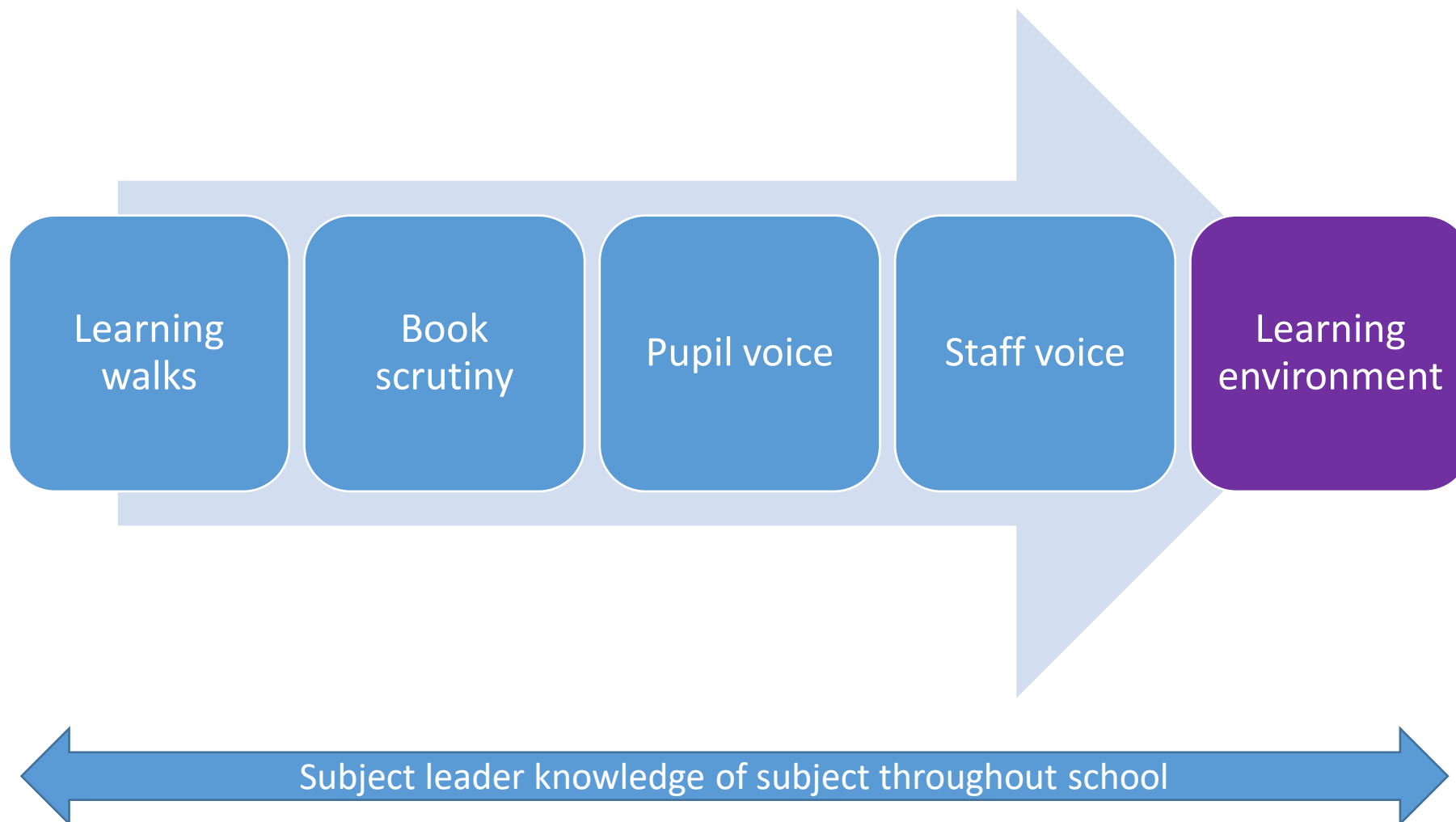
Explain the process of the starters...



Class teachers

- Why are you teaching this lesson?
 - What is the intended learning within it?
 - Where did you get your objectives from?
 - What was the key skill/ key knowledge?
 - What vocabulary do you want them to be able to use after the lesson?
 - What is this lesson for?
 - Where does this lesson fit into the bigger picture? (prior knowledge, sequencing...)
 - Why is it important for the children to know and master what is taught in the lesson?
 - What difference would it make to learning if you didn't do this lesson?
- 

Quality assurance



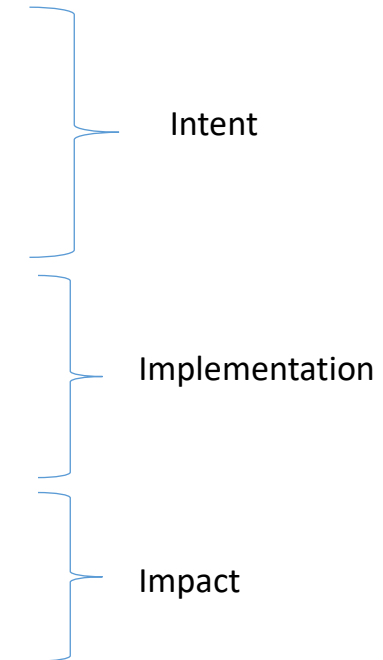
Learning Environments

- How prominent is your subject around school?
- Are there any working walls to support teaching?
- How could the environments be enhanced for your subject?
- Which elements are working well?
- Do the children use visual prompts to support independence?

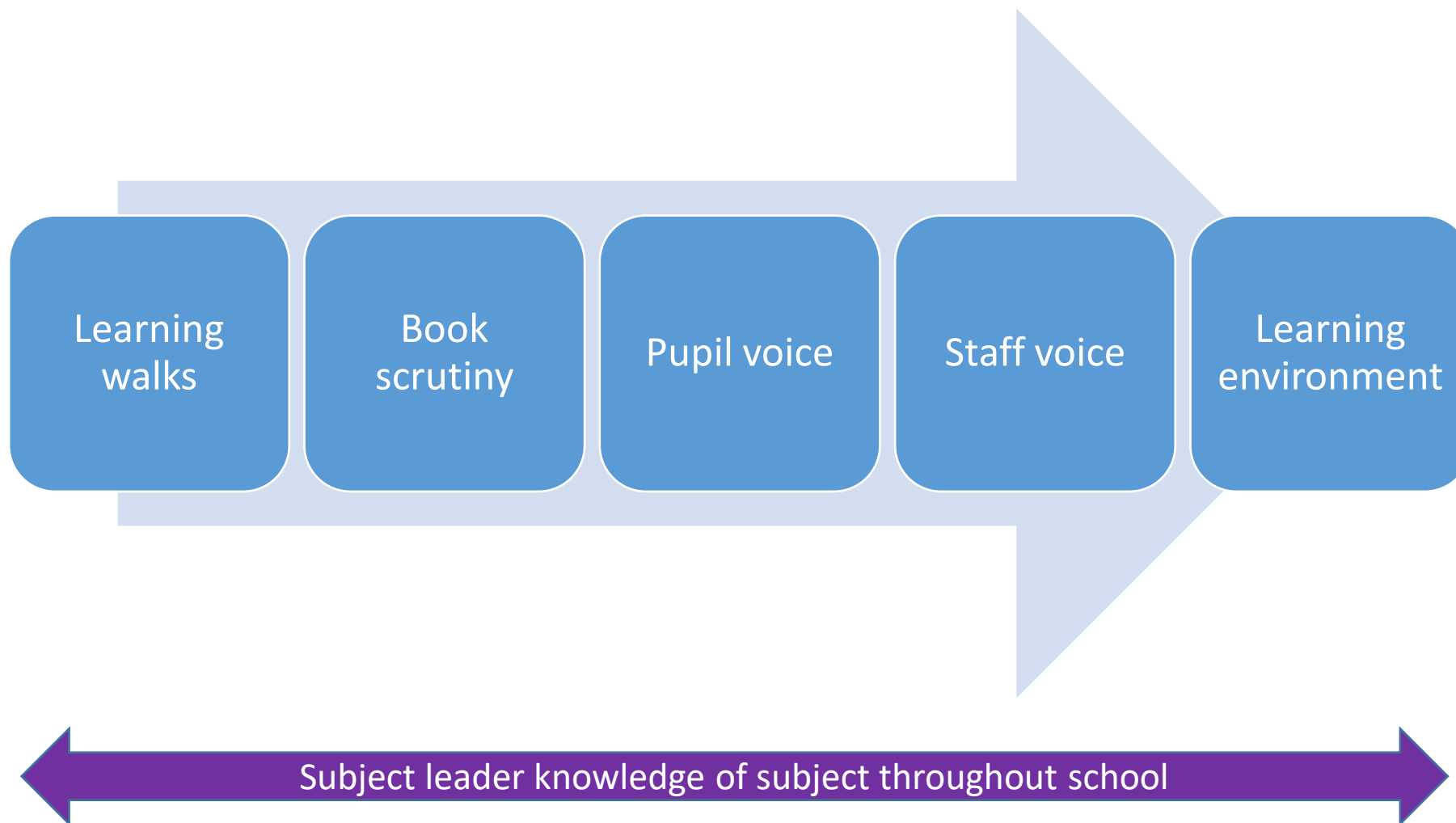


Does the subject area have..?

- Long term plan mapped out against National Curriculum
- Medium Term plans (to show progression in Knowledge, Understanding and Skills ***and vocabulary***)
- Planned enrichment opportunities across year groups
- Weekly plans- focused learning objectives
- Engaging lessons and resources
- Focused assessment tasks- how do we get there?
- Key monitoring points throughout the year
- **Review of subject (reporting to SLT and Governors)**



Quality assurance



Feeding back to SLT/Governors

Term	Teacher
Outcome of books and planning scrutiny	
Strengths	
Aspects that could be shared with other colleagues as good practice	
Areas for development	
Focus for next monitoring (date)	
Learning Walk/Lesson Observation	
Strengths	
Aspects that could be shared with other colleagues as good practice	
Areas for development	
Focus for next monitoring (date)	
Pupil Voice (in line with monitoring schedule)	
Strengths	
Aspects that could be shared with other colleagues as good practice	
Areas for development	
Focus for next monitoring (date)	



Own school

Planned curriculum

Sequence of learning

Is it what you are expecting to see?

Recording learning

Progress

KNOWING MORE AND REMEMBERING MORE!

**INTEGRITY
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KNOWLEDGE**

Key questions to consider in spring when making a secure judgement

Standard	working towards expectations	Working at expectations	Working above expectations
How much of the current year's expectations can be met?	Some of the objectives taught	Many of the objectives taught	Most of the objectives taught
How confidently is the child working unaided within the current year's expectations?	Some confidence	Quite confident	confident
How often does the child evidence learning from the current year's expectations?	Sometimes	Often	Often
When do they demonstrate the skill or knowledge of the current year's expectations?	Working unsupported in a small group some of the time	Working unsupported often of the time	Working unsupported most of the time
How often do they achieve the objectives independently set in line with current year group's expectations?	Some of the time	On many occasions	On most occasions
Do they need scaffolding to access the current year group's expectations?	Many times	Some occasions	seldom



Be a critical friend



Year ____ Geography Standardisation: Spring |

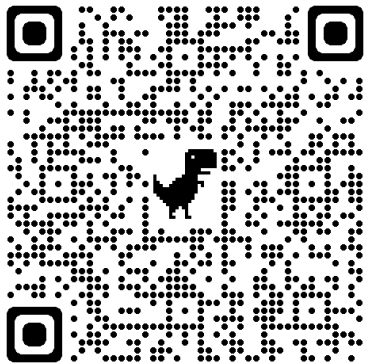
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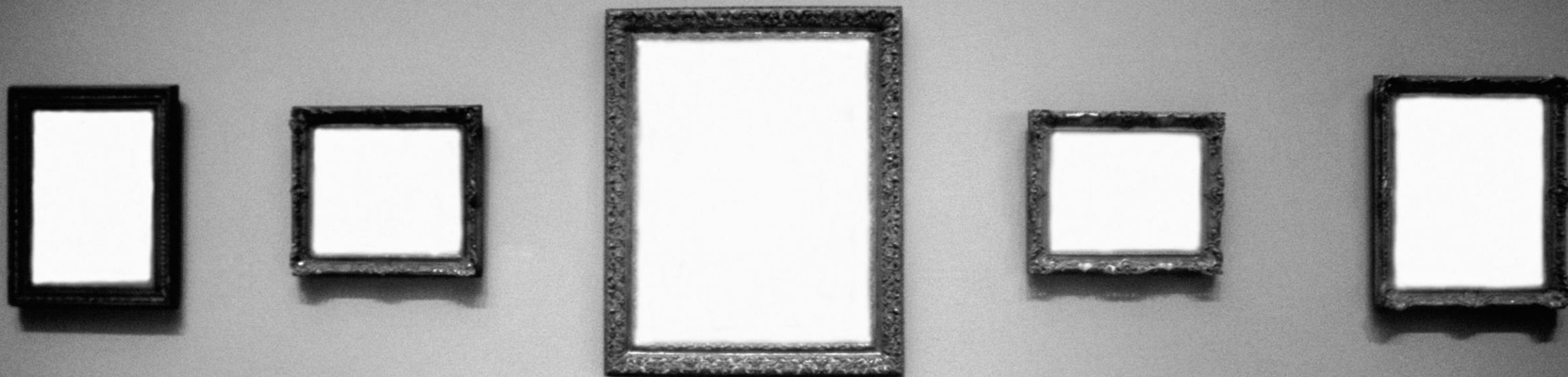
Date: _____

Name of Teacher: _____

Name of Partner School: _____

Name of Pupil	Standard	Independent Work	Comment
	Expected		
	Expected		
	Working Towards		
	Working Towards		
	Greater Depth		





Gallery

A red pushpin is prominently placed on a map, with its sharp point visible at the bottom. In the background, several other pushpins in blue and yellow are visible but out of focus. The map itself shows various geographical features like roads and rivers.

Where are you
now?

Teaching a broad and balanced curriculum for education recovery

November 2021

- Non-statutory guidance for teachers and leaders in reception and key stages 1, 2 and 3 who are responsible for the curriculum and its teaching.
- Offers suggestions to help schools decide how to prioritise elements within their curriculum for education recovery.
- Based on the good practice evident in many schools, as exemplified in the case studies.
- To be reviewed before June 2022.

<https://www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery>

History

- In history, priority curriculum content should focus on the specific knowledge that will be critical for progression. Teachers may choose to return to previous or missed topics with a clear focus on the knowledge that is most important for future study.
- **At key stage 1:** priority curriculum content should include a range of sufficiently detailed period specific knowledge
- pupils should have the opportunity to situate this knowledge in relation to other significant historical events studied
- teachers will also need to give pupils opportunities to learn about particular people and places through records and artefacts.
- **At key stage 2 and key stage 3:** teachers should continue to select content that illustrates the prioritised knowledge. This will establish strong foundations for studying a wider range of periods, with greater complexity, in the future
- teachers should regularly locate this knowledge in wider timelines so pupils gradually gain a sense of the chronological relationship between different historical events and periods
- teachers will also need to develop pupils' knowledge of how historians study the past and construct historical arguments (for example, considering what makes claims valid or invalid).

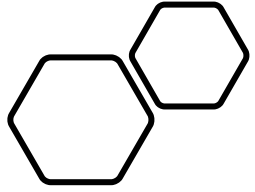
Geography

- In all key stages, to make sure pupils have gained adequate knowledge of different places, teaching can explore a few well-chosen locations in some depth. Prioritising the regular use of atlases and maps can reinforce pupils' locational knowledge and their sense of place.
- Geographical fieldwork remains important throughout key stages 1 to 3.
- At key stage 1: key knowledge and skills, including basic locational knowledge such as the names and locations of the world's continents and oceans, should be the focus to address missed education and provide the basis for knowledge that will be needed later.
- At key stage 2: curriculum adjustments should prioritise critical underpinning knowledge, such as weather and climate, geology, topography, trade links, and natural resources and their distribution.
- At key stage 3: the curriculum should stress the importance of the interconnection between human and/or physical processes, the location(s) studied and the effects on people and the environment. In doing so, pupils will gain a depth of knowledge and build a stronger sense of place.

Relevant OFSTED Guidance

The following information is drawn from the recent OFSTED guidance to inspectors on the changes concerning assessment. It asks inspectors to consider the following:

- The use of **formative and summative** assessment and how this improves teaching and raises achievement.
- Evaluate how well pupils are doing against **relevant age-related expectations** as set out by the school and the national curriculum.
- How the assessment system is linked to the school's curriculum.
- How teachers make **consistent judgements** and share them with each other; for example, within a subject, across a year-group and between adjacent year groups. (standardisation)
- Leaders ensure the accuracy of assessment **through internal and external standardisation and moderation.**
- Schools adopt the best practice of working together to moderate assessment for year groups and the **end of key stages**, and to develop common understanding of attainment and share records at points of transfer (within the context of the revised common transfer file).
- Pupils' work shows that, where possible, they have the knowledge, understanding and skills **expected for their age** as set out by the curriculum and the schools assessment system
- assessment, including test results, targets, **age related expectations** are used to ensure that all pupils make the progress their teachers expect and that more able pupils do work that **deepens their knowledge and understanding**
- progress in literacy and mathematics is assessed by drawing on evidence from **other subjects in the curriculum**, where this is sensible
- The use of assessment outcomes to **plan future lessons and teaching**, remedy where pupils do not demonstrate knowledge or understanding of a key element of the curriculum and **deepen the knowledge and understanding of the most able.**

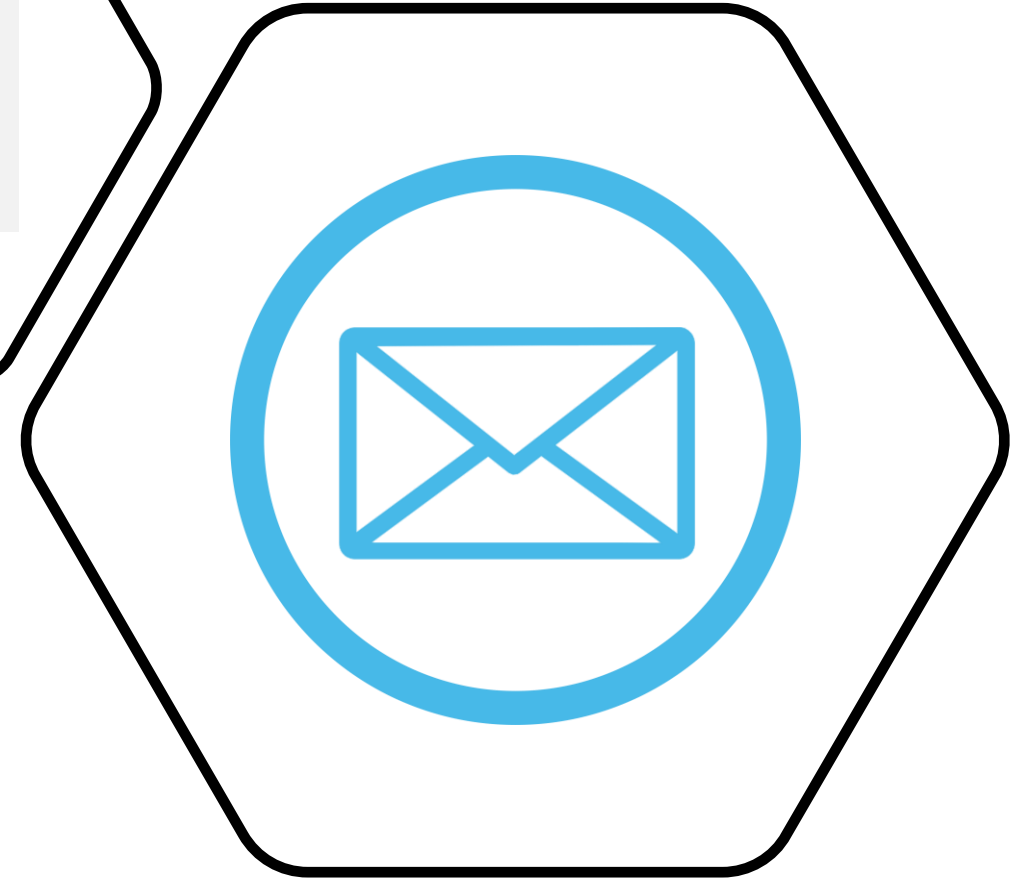
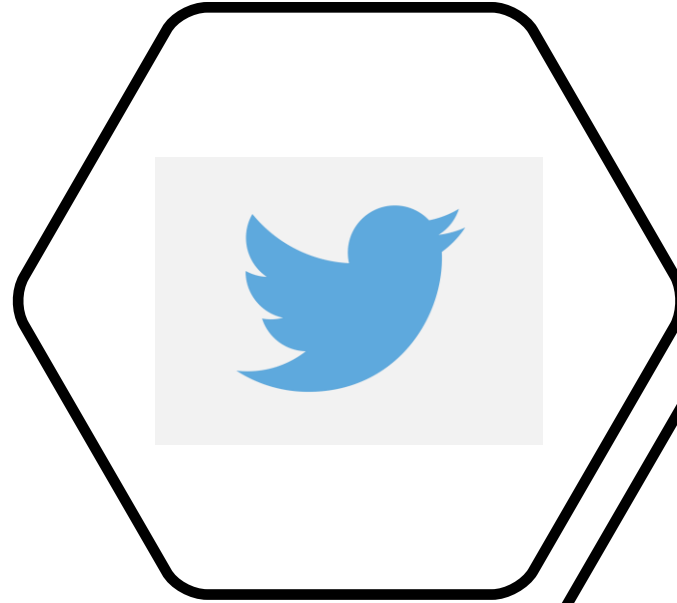


Thank you

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