

# **PORTFIELD SCHOOL & SATELLITE CENTRES**



## **POLICY DOCUMENT FOR SELF-EVALUATION**



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**Marc Gyfra Cymru  
Careers Wales Mark**



Welsh Heritage  
Schools Initiative



Menter Ysgolion y  
Drefadaeth Gymreig



Sept 2018

This policy will be reviewed biennial unless changes of circumstances or legislation requires it to be amended earlier.

Signed: ..... Date: .....  
Headteacher

Signed: ..... Date: .....  
Chair of Governors

## Portfield School Mission Statement

Working together      Learning together      Achieving together

At Portfield School we strive to

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

### UNCRC United Nations Convention on the Rights of the Child

- Portfield School places the values and principles of the UNCRC at the heart all policies and practices
- Portfield School is a Rights Respecting School

## **Policy for Self evaluation, Monitoring and Development Planning**

“ The school has prime responsibility for raising standards and quality. Self –evaluation lies at the heart of this process of continuous improvement and is essential to good management. It feeds into development planning by identifying good features and shortcomings. A key element in this is setting performance targets and measuring progress against them “ Estyn Guidance on the Inspection of Special Schools and Pupil Referral Units.

### **Introduction**

The evaluation process is based on 4 key questions and will provide evidence for ensuring that the school is an improving school.

- How good is our school ?
- What are our strengths ?
- What do we need to improve ?
- How can we bring about improvement ?

Portfield School recognises that monitoring performance and self evaluation are key issues in bringing about improvement in

- Standards
- The quality of education
- Leadership and management

Managing school improvement is the responsibility of the school leadership team working in partnership with all school staff, Governing body, other professionals and where appropriate parents. School improvement will be facilitated through a process of systematic monitoring, self evaluation and development planning.

### **Aims of the monitoring and self evaluation process**

- To review and evaluate standards.  
How well do learners achieve
- To review and evaluate the quality of education  
How effective are teaching, training and assessment  
How well do learning experiences meet the needs and interests of learners and the wider community  
How well are learners cared for, guided and supported
- To review and evaluate how well the school is lead and managed  
How effective is the leadership and strategic management  
How well do leaders and managers evaluate and improve quality and standards  
How efficient are leaders and managers in using resources
- To provide information about the work of the school
- To monitor and feed into the school development plan
- To inform the training requirements for staff development

At Portfield School a variety of strategies are used to monitor all aspects of school life.

### **Carrying out self – evaluation**

The process of self evaluation and development planning are a regular part of the school's working life. Everyone is encouraged to take part in identifying priorities for improvement, monitoring provision and assessing outcomes.

### **Characteristics of effective self evaluation**

Effective self – evaluation:

- Is open and honest;
- Principally addresses standards and the quality of the education;
- Is embedded in strategic planning and draws on regular quality assurance procedures;
- Involves all staff at all levels in assessing outcomes and their performance;
- Systematically seeks the views of pupils and consults other stakeholders, such as employers and partners, where appropriate;
- Seeks to make judgements in the light of measurable performance data and to identify trends over time;
- Leads to development plans which are monitored against clear targets and success criteria; and
- Results in improvement in standards and quality.

The judgements made during self evaluation should be:

- **secure** – based on sufficiently robust, reliable and accessible evidence;
- **first-hand** – based on direct observation;
- **reliable** – based on common, well understood criteria;
- **valid** – accurately reflecting what is achieved and provided;
- **free of bias** – valuing equality of opportunity and diversity;
- **comprehensive** – covering all parts of the Common Inspection Framework; and
- **corporate** – reflect the collective view of staff and other stakeholders.

A good self evaluation report should:

- be evaluative and concise;
- identify shortcomings as well as good features;
- give clear judgements on each statement in the Common Inspection framework;
- ensure that judgements match the evidence and include cross reference to the supporting evidence;
- provide and comment on statistical data about outcomes over recent years;
- refer to recent assessments or reviews of provision; and
- relate clearly to development plans and targets.

### **Evaluating Standards**

Strong self –evaluation looks first at standards;

- What was the prior attainment of pupils on entry to school or at the start of a key stage?
- What do tests and examination results and teacher assessments tell us?
- Do pupils make the expected progress over a key stage?
- Are there variations in the performance of different groups of pupils? (including pupils from different racial groups, disadvantaged, looked after pupils, boys, girls)
- How does the performance compare with other groups of similar pupils in other schools?
- What does the analysis of pupil's work tell us?
- What do the staff feel about the standards achieved by pupils?
- What do the parents think about the standards achieved by pupils?

Monitoring standards should help in evaluating the impact of the quality of education.

Curriculum co-ordinators will monitor the standards in their subject/ subject areas in line with timetable set out in the school development plan.

### **Evaluating the quality of education**

The monitoring and evaluation of the quality of teaching are central to judging the effectiveness of our school. The process centres on classroom observation. Evaluation of performance information might lead to judgements about what is going well or not so well, but it is only through classroom observation that we can find out the reasons why.

The observation and evaluation of teaching will be on clear and well understood criteria - See Appendix 1.

Appendix 2 provides additional guidance on what will be evaluated areas that curriculum co-ordinators will monitor the quality of teaching in their subject/ subject areas in line with timetable set out in the school development plan.

### **Evaluating Leadership and Management**

The ability to generate a commitment among staff to evaluate their own work critically is a key test of how well a school is led.

Leadership and management are most effective where there is;

Rigorous analysis of standards;

Continuous monitoring of the quality of education;

Wholehearted commitment from staff to change and improve;

A set of easily understood objectives and reasonable but challenging targets;

Support for development and improvement.

### **Outcomes of self evaluation**

It is essential for schools to have an agreed approach for feeding back the outcomes of self evaluation. At Portfield self evaluation leads to personal, team and whole school developmental plans. These plans include targets for improvement against which progress

can be monitored, supported by appropriate professional development, resources and opportunities to share expertise with others.

The school development plan will:

- Be a working document that helps achieve the required changes;
- Address recommendations raised in the self evaluation report;
- Identify steps which need to be taken to address each issue;
- Clarify priorities, targets and timescales;
- Identify persons responsible for actions, timescales and the resources and support that will be needed;
- Specify clear outcomes, related to improvement in standards and quality, against which progress can be measured; and
- Give details of how, when, and by whom progress will be monitored and evaluated.

## **The Monitoring Process**

Monitoring at Portfield School is carried out within a culture of sharing and developing. A monitoring overview timetable is provided in the school development plan but this can be subject to change if circumstances change or new Government initiatives require changes to be made.

Monitoring is implemented through the following strategies;

Recognising achievement by:

- Praising individual success of both pupils and staff
- Reporting on the progress of the school at all opportunities, Governing Body meetings, staff meetings, meetings with and information sent to parents, meetings with representatives of the L.E.A. and other outside school bodies.
- Communicating the schools achievements as widely as possible.

Providing appropriate challenges by:

- Setting realistic, achievable targets through IEP's and the SDP
- Encouraging staff to exercise initiative to develop curricular practice
- Encouraging individuals, pupils and staff to take responsibility within the school

Providing opportunities for development by:

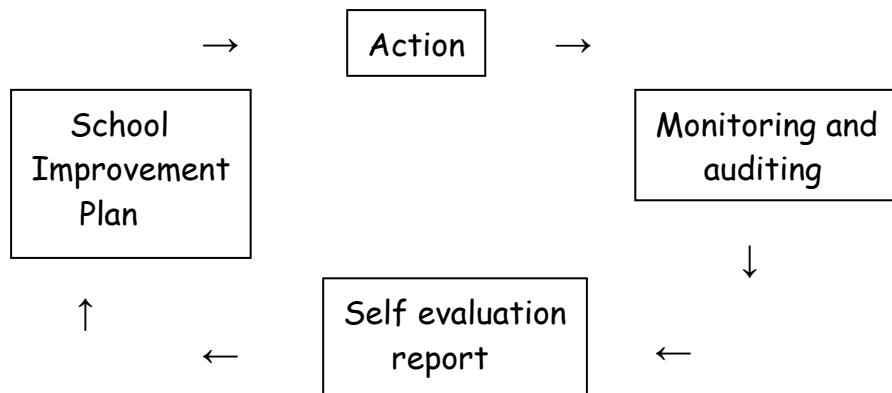
- Setting professional standards and targets for teachers through the performance management system
- Developing professional standards for all support staff through a performance management system
- Facilitating staff development through in-service training both in house and otherwise
- Using the skills of staff to enhance and improve overall school development
- Using the expertise of other professionals (Physiotherapists, Speech therapists, Advisory teachers etc) to promote the development of school staff.

## **Elements of monitoring**

The standards achieved by pupils and the teaching of the curriculum area will form the basis for monitoring through a planned review of

- assessment results and methods including pupils work
- schemes of work , planning, continuity and progression
- teaching and standards through class observation
- resources available
- individual education plans
- Annual review reports

The monitoring cycle is developed through consultation with staff and is part of a cyclical process which is detailed in the school development plan.



The process should enable Portfield School to

- Celebrate success
- Share good practice
- Enhance professional development
- Identify areas for development
- Achieve the best for all our pupils.

### **The role of the Senior Leadership Team**

The SLT will have a crucial role to play in monitoring and guiding the self evaluation process of the school

The monitoring process will involve:

- Lesson observation/lesson study
- Observations during playtimes and lunchtimes
- Review of data and documentation including reports from curriculum co-ordinators, challenge advisers, external agencies etc
- Informal discussion
- Formal meetings
- Questionnaires and audits

As part of the process Portfield will involve parents, Governors and pupils as far as possible in the process and where appropriate other agencies and the community.

### **Curriculum Co-ordinators role**

Each member of the teaching staff (except NQT's) has responsibility for a specific curriculum area as a member of a team for each Area of Learning and Experience (AOLE) specific skills, experience and qualifications will guide which AOLE team is joined. The role of the Co-ordinator is seen as crucial in the monitoring process and Co-ordinators are developing skills in this area through in service training. Co-ordinators for English, Maths and DC/ICT will also take responsibility for key skills in these areas across the curriculum. Thinking skills are the responsibility of phase co-ordinators.

The role of the Co-ordinator in relation to monitoring will include

- Reviewing and developing schemes of work including the development of key skills
- Ensuring continuity of the curriculum between key stages
- Reviewing and developing policy documentation
- Reviewing assessment arrangements
- Identifying good practice and areas of development in their curriculum subject/area
- Knowledge of pupils learning and progress in their curriculum subject
- Knowledge of the standard of teaching in their curriculum subject
- Knowledge of the resources in their curriculum subject area.
- An annual report on their curriculum subject with identified areas for development including resource implication
- Review evidence portfolios and annotation work

Monitoring will take place through informal and formal meetings, classroom observations including the sharing of expertise with class teachers and audits.

The Curriculum Co-ordinators monitoring will be overseen by the Headteacher

### **Classroom observation**

The heart of education is teaching and learning in the classroom. All members of staff have an interest in working together to develop the best possible teaching and learning.

At Portfield School we believe that developing excellence in teaching and learning is best carried out by creating a culture of professional dialogue that includes the discussion of classroom practice and ideas. Working together with a curriculum co-ordinator or a teacher with particular expertise is encouraged and in-service training includes in house development as well as attendance on course or visits to other schools. The skills of Learning Support staff are considered vital within the classroom and their expertise is also developed through similar strategies of working together and in-service training.

### **Guidelines**

Each teacher will usually have one classroom observation per term. The timing of this will be planned in full consultation with class teacher and is on the annual school calendar.

Teachers will know;

- the timing of the visit
- what the focus of the observation will be
- the format for recording any observation (ie. The agreed proforma)

- who will observe

The reasons for observing work in the classroom are variable but could include;

- to review a particular curriculum area as part of the SDP monitoring programme
- to evaluate pupil learning
- to evaluate developments in teaching
- as part of performance management

Teachers will receive feedback from any classroom observation. This will include immediate feedback where possible and at an appropriate time, a considered discussion of the observation.

Any written record which is kept will be open for the teacher to see and comment on.

### **Informal discussion**

Informal discussion is an excellent vehicle for the generation of ideas. This is to be encouraged since it facilitates good practice and promotes co-operation between teaching staff, learning support assistants and other professionals from outside school.

### **Formal Meetings**

In addition to the informal meetings that take place between co-ordinators and teachers and teachers in the same phase, there is a weekly staff meeting. The agenda is determined in advance so that time can be set aside to discuss particular aspects. These might include discussion of for example;

- An objective in the SDP (School Development Plan)
- Monitoring feedback by a co-ordinator or member of SLT (Senior Leadership Team)
- New teaching approaches
- Welsh Assembly initiatives/research
- Health and safety issues

Each term the members of the SLT meet with staff in their phase to discuss;

- Pupil progress
- Pupils IEP's
- Pupils assessment
- Documentation
- Concerns
- Other issues

A record of the discussion points and outcomes [of the meeting will be kept by the Headteacher and co-ordinator](#). These will be reviewed as part of the agenda for the next meeting.

Curriculum Co-ordinators will meet teachers in a phase or teachers responsible for a particular group of pupils in line with the monitoring cycle identified in the SDP or as a particular need is identified.

## **Involvement of parents**

Parents views are constantly being sought through regular contact via home school books, informal and formal meetings and events. As part of the planned 3 year monitoring cycle detailed in the school development plan a more formal questionnaire review will take place.

Parents views are sought on:

- Pupil's standards of work and progress;
- The attitudes and values which the school promotes;
- The extent to which the school promotes equality and diversity;
- The information which the school provides for parents including reports;
- The help and guidance available to pupils;
- Homework and the contribution it makes to pupil's progress;
- Pupil's behaviour and attendance;
- The part parents play in the life of the school;
- The attention the school gives to suggestions and complaints; and
- Other issues raised by the parents.

## APPENDIX 2

| School   |  | Teacher |  | Date      |  | Lesson Context |  |
|----------|--|---------|--|-----------|--|----------------|--|
| Observer |  | Subject |  | Age Range |  |                |  |

### Lesson Observation Prompt Sheet - Teaching (CfE 2.2.1)

| Aspect of Teaching           | Prompt Questions  | Excellent Many strengths, including examples of sector leading practice  | Good Many strengths and no important areas requiring significant improvement   | Adequate Strengths outweigh areas for improvement  | Unsatisfactory Important areas for improvement outweigh strengths  | Judgement E G A U | Additional Comments |
|------------------------------|---|--|--|--|--|-------------------|---------------------|
| <b>Planning</b>              | Was the lesson effectively planned? Were learning objectives made clear and shared with pupils? Did the content build on previous knowledge and skill? Were resources well prepared and used effectively?   | Detailed high quality lesson plan takes account of nearly all individual pupils needs. Nearly all pupils understand individual targets /lesson objectives in a form they understand (e.g. PMLD cues identified to enable them to engage effectively; ASD visual timetables, SLD Symbolised targets etc); IEP's, IT, Literacy, Numeracy skills incorporated wherever possible. Resources identified to meet individual needs. Support staff given clear expectations for working with groups of learners. Regular use of homework (IEP, learning log) as appropriate to pupils needs contributes to nearly all pupils learning. | Lesson carefully planned takes account of many individual pupils needs. Many pupils understand individual targets /lesson objectives in a form they understand ( e.g PMLD cues identified to enable them to engage effectively; ASD visual timetables , SLD Symbolised targets etc ); IEP's , IT, Literacy, Numeracy skills incorporated wherever possible. Resources identified to meet individual needs. Support staff given clear expectations for working with groups of learners. Regular use of homework ( IEP, learning log) as appropriate to pupils needs contributes to many pupils learning | Lesson carefully planned and majority of pupils understand what to do. Appropriate use of homework which contributes reasonably well to the majority of pupils' learning                     | Lesson not well planned, lack of clear learning outcomes – not shared with pupils. Overuse of worksheets. Homework provides insufficient challenge – purpose unclear                   |                   |                     |
| <b>Introduction</b>          | Does the teacher demonstrate up-to-date subject knowledge? Was the lesson introduced with enthusiasm? Did the teacher provide clear explanations? Are all pupils supported well and given individual attention and encouragement? (disadvantaged pupils). Are learning support staff used well? | Teacher uses many specialist strategies (e.g. PEC's, TEACCH, dyslexia strategies, eye gaze, etc), very effectively to engage children quickly and enthusiastically Teacher language appropriate to all pupils needs (correct word level) scaffold learning to develop as much independence as possible, reinforce and extend learning Tasks match learner needs very well, Pupils respond and interact continuously ensuring nearly all meet targets.TA uses excellent strategies to support nearly all pupils move on in their learning and gain independence   | Teacher uses some specialist strategies/subject (e.g. PEC's, dyslexia strategies, Clicker, etc), effectively to engage children quickly and enthusiastically Teacher language appropriate to many pupils needs , scaffolds learning to develop some independence, reinforce and extend learning.Pupils participate eagerly , listen when required. Many tasks set are matched to pupils ability and many reach targetsTA helps to move many pupils on in their learning  | Teacher demonstrates adequate subject knowledge. Support staff adequately managed. Rigid structure but not responsive to pupil needs. TA manage pupils' behaviour but don't support learning | Teacher demonstrates insecure subject knowledge leading to patchy coverage. Teacher does not adapt plan to meet the needs as they arise TA not prepared and do work for pupils         |                   |                     |
| <b>Strategies Activities</b> | Were a wide range of teaching methods used to maintain interest and keep pupils actively engaged? Were the activities engaging? Is the content linked to students' experience or interesting practical situations?  | Nearly all pupils' interest high, fully engaged in challenging but achievable tasks, facilitating excellent progressClear established routines take account of individual pupil needs.Highly effective range of interactive learning activities take account of different learning styles and maximum pupil interaction individually/peer/group and engagement Very good use made of/outdoors/sensory equipment/relating skills to life.Teacher identifies/explains and remedies students misunderstandings to maximise progress for nearly all pupils   | Many pupils' interest high, good level of engagement in appropriate achievable tasks, facilitating good progress Clear established routines take account of many pupil needs.Good range of interactive learning activities take account of different learning styles and maintain pupil interaction and engagement .Good use made of/outdoors/sensory equipment/relating skills to life.Regular progress checks and flexibility shown in response to many pupil needs Pupil interest is high and children make good progress.  | Half of pupils' interest high and sufficient engagement facilitates adequate progress. Half of pupils are actively engaged for the whole lesson  | Loss of interest from the majority results in unsatisfactory progress, repetitive activities, too teacher led. Minority of pupils are actively engaged                                 |                   |                     |
| <b>Pace</b>                  | Was a sensible pace maintained? (chunking) Was the content appropriately structured and sequenced to reinforce understanding and ensure good progress?  | Excellent pace of learning. Sequential development of knowledge, skills and learning. Highly effective routines evident, pupils know how to access support strategies when in difficulty (developing independence); time given for PMLD pupils to respond ensuring excellent progress  | Good pace of learning appropriate to many individual pupil needs. Pupils moved on successfully when in difficulty in timely manner   | Adequate pace of learning but too many interventions slow the lesson down  | Slow pace of learning and poor structure. Long periods of pupil inactivity. Pace too fast so unaware of progress   |                   |                     |
| <b>Challenge</b>             | Does the teacher have high expectations of all pupils? Are all pupils challenged to achieve? Does the teacher believe all can succeed? Are pupils able to work independently? Are pupils resilient and confident when tackling difficult activities?  | Activities are tailored to all pupils individual needs and are sufficiently challenging for nearly all learners to have some control of their learning, work; well independently and in groups with adults providing effective intervention and excellent progress made. Activities for all PMLD pupils effectively built on routines and consistency to encourage nearly all pupils interaction/communication   | Activities are tailored to many pupils' individual needs and are sufficiently challenging for many to take some control of their learning.,work well independently and in groups with adults providing appropriate intervention and good progress made. Activities for many PMLD pupils effectively build on routines and consistency to encourage many pupils interaction/communication   | Activities challenge and inspire half of learners. Only a minority of pupils who can work independently and in groups do so and adequate progress made                                       | Activities not challenging hence majority of pupils do not remain on task, low expectations. Majority of pupils need too much help top complete activities and group work unproductive |                   |                     |

|   |   |  |   |  |   |  |
|---|---|--|---|--|---|--|
| <b>Differentiation</b>  | Was the work differentiated appropriately to meet the needs of all pupils? Were disadvantaged pupils supported to remove barriers to learning?  | Fully differentiated activities tailored to meet the needs of nearly all pupils ensuring rapid progress  | Effective differentiated activities ensuring good progress of most pupils   | Some differentiation so that the needs of the majority are met   | Work not matched to the needs of majority of pupils so many majority make unsatisfactory progress   |  |
| <b>Questioning</b>  | Do staff use skilful questioning (searching, open – ended questions) to promote pupils understanding? Is thinking time built in? Do staff intervene at appropriate times?   | All staff use skilful questioning at individual pupil level to consolidate their understanding and ensure most pupils extend responses. Nearly all pupils work in pairs/independently and respond /ask if able to questions to find some solutions to problems. (PMLD pupils – Teacher questioning/cues enables all students to respond/engage in activity )   | Most staff use questioning appropriate to group of pupils level to consolidate their understanding and enable many pupils to extend responses. Many pupils work in pairs/independently and ask if able/respond to questions to find some solutions to problems. (PMLD pupils – Teacher questioning/cues enables many students to respond/engage in activity)  | Frequent questioning leads to responses. Little thinking time built in   | Limited, closed questions leads to few responses  |  |
| <b>AfL</b>  | Were there opportunities provided for peer/self assessment? Were success criteria shared and understood by pupils? Can they develop their own SC? Is work/understanding checked and reviewed regularly? Mini plenaries? | Accurate, continuous teacher assessment used to set all pupils individual appropriate challenging success criteria that child understands Positive constructive feedback given in relation to SC so child knows how well they have done/ what to do to improve Staff consistently involve the pupils in assessing their own learning / setting targets /encourage responsibility for his/her own learning PMLD pupils given consistent feedback with consistent cues; supported to make choices to indicate preferences. Inventive methods used  | teacher assessment used to set SC and appropriate feedback given to most pupils so they know how to improve and what they need to do next to improve. Pupil personal targets and progress against them are discussed and agreed with pupils. PMLD pupils are given praise and feedback within routines to help pupils understand how well they have interacted/engaged  | Majority of pupils given feedback so they have some understanding of how to improve work. Majority can rectify some mistakes/errors Some praise and constructive feedback given  | Minority of pupils know how to improve work. Minority can identify and rectify common mistakes. Majority cannot self assess against outcomes. Negative comments prevalent.          |  |
| <b>Skills development Literacy, Numeracy, ICT, Wider/Thinking Skills Welsh language</b> | Is there appropriate emphasis and opportunities for developing skills? Do pupils correct and re-draft work?   | Teachers use all opportunities to teach key skills at individual pupils level and ensure application to real life situations and other subject areas. Very good use of literacy/numeracy/ICT/thinking skills. Most pupils (that are able to) demonstrate evidence of independence in the session Bilingualism – a consistent range of questions, phrases and key words are used by teachers and many pupils (capable of this level) (PMLD – most pupils given opportunities to communicate appropriate to their needs; Bilingualism – greetings and a few common words/phrases used in appropriate contexts) | Teachers use many opportunities to teach skills at individual pupils level and ensure application to real life situations and other subject areas. Good use of literacy/numeracy/ICT/thinking skills. Many pupils (that are able to) demonstrate evidence of independence in the session Bilingualism – a limited range of questions, phrases and key words are used by teachers and many pupils (capable of this level) (PMLD – many pupils given opportunities to communicate appropriate to their needs; Bilingualism – greetings and a few common words/phrases used in appropriate contexts) | Teachers use a majority of opportunities to teach key skills at individual pupils level and ensure application to real life situations and other subject areas. Adequate use of literacy/numeracy/ICT/thinking skills. A majority of pupils (that are able to) demonstrate evidence of independence in the session Bilingualism – a limited range of questions, phrases and key words are used by teachers and many pupils (capable of this level) (PMLD – a majority of pupils given opportunities to communicate appropriate to their needs; Bilingualism – very few greetings, common words/phrases used in appropriate contexts) | Majority of pupils' skills' development unsatisfactory. No planning for literacy, numeracy or ICT. Errors not corrected. Insufficient incidental Welsh                              |  |
| <b>Classroom Management. Relationships. Behaviour</b>                                   | Are there good working relationships evident? Is pupils' behaviour managed well? Are relationships mutually respectful? Do pupils enjoy learning? Does the teacher adhere to the Code of Conduct?                       | Clear established routines and consistent behaviour management ensure nearly all pupils achieve success criteria. All staff consistently follow behaviour plans; check/reinforce understanding. Pupils behave well in session and any challenges dealt with effectively and highly appropriately PMLD – nearly all pupils show awareness of a range of routines, engage/respond to consistent use of a highly frequent vocabulary/symbols/signs appropriate to their assessed level of development   | Many staff consistently follow behaviour plans; check/reinforce understanding. Pupils generally behave well in session and any challenges are dealt with effectively PMLD – Many pupils show awareness of a range of routines, engage/respond to consistent use of highly frequent vocabulary/symbols/signs appropriate to their assessed level of development  | A few established routines and behaviour management strategies used but many pupils find it difficult to achieve success criteria without a lot of support. Behaviour plans are not effective or not in place. Many pupils generally behave well and on task but challenges are not always dealt with effectively PMLD – Many pupils show awareness of a very limited range of routines, engage/respond to a very limited vocabulary/symbols/signs appropriate to their assessed level of development. Opportunities are missed by staff to plan appropriately to extend engagement/reactions  | Majority show lack of respect to each other and staff. Disengaged. Inappropriate grouping of pupils. Persistent low level disruption. Pupils lack self-discipline. Tasks unfinished |  |

## Lesson Observation Prompt Sheet - Standards and Progress in Learning (CIF 1.1.3)

| Aspect of Lesson. Progress in learning. Standards achieved. | Prompt Questions | Excellent Many strengths, including examples of sector leading practice | Good Many strengths and no important areas requiring significant improvement | Adequate Strengths outweigh areas for improvement | Unsatisfactory Important areas for improvement outweigh strengths | Judgement on Teaching (CIF 2.2.1) E G A U | Additio nal Comme nts |
|---|------------------|---|--|---|---|---|-----------------------|
|---|------------------|---|--|---|---|---|-----------------------|

|  |   |  |  |   |  |  |
|--|---|--|--|---|--|--|
| <b>Recall previous learning</b>  | Are pupils able to recall and build on prior learning? A  | Nearly all pupils recall storytelling/rhymes/ facts/number patterns/facts. Nearly all pupils show understanding of prior knowledge and are able to show understanding through discussion.  | Most pupils recall storytelling/rhymes/ facts/number patterns/facts. Most pupils show understanding of prior knowledge and are able to show understanding through discussion.  | Majority of pupils recall storytelling/rhymes/ facts/number patterns/facts. Majority pupils show understanding of prior knowledge and are able to show understanding through discussion.  | Minority of pupils recall storytelling/rhymes/ facts/number patterns/facts. Majority pupils show poor understanding of prior knowledge and are unable to show understanding through discussion.  |  |
| <b>Participation and motivation</b>  | Are learners highly motivated, work productively and participate in activities willingly? Do pupils enjoy learning?   | Nearly All pupils on task and enjoy learning. Nearly All pupils are engaged in their learning and know what they are required to do.   | Most pupils on task and enjoy learning. Most pupils are engaged in their learning and know what they are required to do.   | Majority of pupils on task and enjoy learning. Majority of pupils are engaged in their learning and know what they are required to do.  | Only a minority of pupils on task. Majority of pupils are not engaged in their learning and do not know what they are required to do.  |  |
| <b>Progress appropriate to age and ability</b>   | Are pupils making progress appropriate to age and ability?  | Nearly All pupils are at working at their appropriate ability. Nearly All Pupils know the steps of the success criteria, or able to explain in their own words/sign/symbols how to complete a task.  | Most pupils are at working at their appropriate ability. Most Pupils know the steps of the success criteria, or able to explain in their own words/sign/symbols how to complete a task.  | Majority of pupils are at working at their appropriate ability. Majority of Pupils know the steps of the success criteria, or able to explain in their own words/sign/symbols how to complete a task.   | Minority of pupils are at working at their appropriate ability. Majority of Pupils do not know the steps of the success criteria, or unable able to explain in their own words/sign/symbols how to complete a task.  |  |
| <b>Acquiring and applying knowledge, understanding and skills</b>                        | Are pupils able to recognise the skills they have already practised, and need to use in this task? Do the pupils understand what they need to do?   | Nearly All achieve the learning objective and show understanding of how they have achieved the steps in the success criteria (orally, pictorially or sign).  | Most pupils achieve the learning objective and show understanding of how they have achieved the steps in the success criteria (orally, pictorially or sign).   | Majority of pupils achieve the learning objective and show understanding of how they have achieved the steps in the success criteria (orally, pictorially or sign).   | Minority of pupils achieve the learning objective and show understanding of how they have achieved the steps in the success criteria (orally, pictorially or sign).  |  |
| <b>Thinking Skills</b>   | Are pupils able to solve problems? Are pupils able to work collaboratively and take turns in sharing ideas? Do pupils access resources independently?   | Nearly All pupils are able to respond to problems. Where pupils are able to nearly all share their ideas and are willing to work out problems collaboratively. Nearly All pupils access relevant resources independently to support their learning. Complex pupils - Nearly All show awareness, curiosity, investigate and discover.   | Most pupils are able to respond to problems. Where pupils are able to most share their ideas and are willing to work out problems collaboratively. Most pupils access relevant resources independently to support their learning. Complex pupils - Most show awareness, curiosity, investigate and discover.   | Majority of pupils are able to respond to problems. Where pupils are able to the majority of them share their ideas and are willing to work out problems collaboratively. The majority of pupils access relevant resources independently to support their learning. Complex pupils - Majority show awareness, curiosity, investigate and discover.  | Minority of pupils are able to respond to problems. Where pupils are able to the minority share their ideas and willing to work out problems collaboratively. The minority of pupils access relevant resources independently to support their learning. Complex pupils - Minority show awareness, curiosity, investigate and discover.   |  |
| <b>Literacy Speaking Listening Reading Writing Bilingual Skills Communication Skills</b> | Are literacy skills well developed? Are pupils able to communicate about their work? Do pupils listen attentively? Are pupils able to read suitable material? Is the standard of written work appropriate for their level of ability? | Nearly All pupils communicate appropriate to their level of ability. Nearly All pupils are able to communicate about their work. Nearly All pupils are able to communicate / using relevant vocabulary. Nearly All pupils are able to read appropriate text/symbols or read back their own writing. Nearly All pupils show accuracy in spelling or phonetically plausible spelling, use punctuation, write legibly. Nearly all pupils are able to record their work in a medium that is appropriate to them. | Most pupils communicate appropriate to their level of ability. Most pupils are able to communicate/talk about their work. Pupils are able to communicate / using relevant vocabulary. Most pupils are able to read appropriate text/symbols or read back their own writing. Most pupils show accuracy in spelling or phonetically plausible spelling, use punctuation, write legibly. Most pupils are able to record their work in a medium that is appropriate to them. | Majority of pupils communicate appropriate to their level of ability. Majority of pupils are able to communicate / talk about their work. Majority of pupils are able to communicate/using relevant vocabulary. Majority of pupils are able to read appropriate text/symbols to read back their own writing. Majority of pupils show accuracy in spelling or phonetically plausible spelling, use punctuation, write legibly. Majority of pupils are able to record their work in a medium that is appropriate to them. | Minority of pupils communicate appropriate to their level of ability. Minority of pupils are able to communicate/talk about their work. Minority of pupils to read appropriate text/symbols or read back their own writing. Minority of pupils show accuracy in spelling or phonetically plausible spelling, use punctuation, write legibly. Minority of pupils are able to record their work in a medium that is appropriate to them. |  |
| <b>Numeracy – Develop numerical reasoning; use number, measuring and data skills</b>     | Are numeracy skills well developed? Are pupils able to count and sequence numbers accurately? Are pupils able to calculate appropriately for their ability? Are pupils able to apply their maths skills to everyday situations?       | Nearly All pupils are able to use number skills in activities/ count, read and write numbers appropriately. Nearly All Pupils show an understanding of symbols (+,-,x,/,=) relating to simple calculations. Nearly All Pupils are able to talk about their maths appropriately and solve simple problems. Nearly All pupils are able to use numeracy skills in everyday situations e.g. exchanging money, using time.  | Most pupils are able to use number skills in activities/ count, read and write numbers appropriately. Most Pupils show an understanding of symbols (+,-,x,/,=) relating to simple calculations. Most Pupils are able to talk about their maths appropriately and solve simple problems. Most pupils are able to use numeracy skills in everyday situations e.g. exchanging money, using time.  | Majority of pupils are able to use number skills in activities/ count, read and write numbers appropriately. Majority of Pupils show an understanding of symbols (+,-,x,/,=) relating to simple calculations. Majority of Pupils are able to talk about their maths appropriately and solve simple problems. Majority of pupils are able to use numeracy skills in everyday situations e.g. exchanging money, using time.   | Minority of pupils are able to use number skills in activities/ count, read and write numbers appropriately. Minority of Pupils show an understanding of symbols (+,-,x,/,=) relating to simple calculations. Minority of Pupils are able to talk about their maths appropriately and solve simple problems. Minority of pupils are able to use numeracy skills in everyday situations e.g. exchanging money, using time.              |  |

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|--|--|---|--|--|--|--|
| <b>ICT - Developing opportunities to Create and Communicate and Find and Analyse Information</b>   | Are pupils able to use a range of ICT skills to enhance their work. Are the ICT skills used , at an appropriate level. Can pupils choose the ICT skills appropriate to the task. | Nearly All pupils able to use and apply ICT skills confidently in tasks set at an appropriate level.  | Most pupils able to use and apply ICT skills confidently in tasks set at an appropriate level.   | Majority of pupils able to use ICT skills in tasks set at an appropriate level.  | Majority of pupils have difficulty applying ICT skills learnt correctly and the work is below their expected level.  |  |
| <b>Relationships and atmosphere</b>  | <i>Do pupils' demonstrate a positive attitude to learning? Do pupils' co-operate and work well with others?</i>  | Nearly all pupils demonstrate good collaboration during group work and partner work. Nearly all Pupils are able to listen to others, take turns and show appreciation of everyone's contribution. | Nearly all pupils demonstrate good collaboration during group work and partner work. Pupils are able to listen to others, take turns and show appreciation of everyone's contribution. | Most pupils demonstrate good collaboration during group work and partner work. Pupils are able to listen to others, take turns and show appreciation of everyone's contribution. | Most pupils demonstrate good collaboration during group work and partner work. Pupils are able to listen to others, take turns and show appreciation of everyone's contribution. |  |
|  | <b>Excellent – Many strengths, including significant examples of sector-leading practice</b>   | <b>Good – Many strengths and no important areas requiring significant improvement</b>   | <b>Adequate – Strengths outweigh areas for improvement</b>   | <b>Unsatisfactory – Important areas for improvement outweigh strengths</b>   |  | <b>Judgement on Standards and Progress in Learning . E G A U</b> |
| <b>nearly all = with very few exceptions</b><br><b>most = 90% or more</b><br><b>many = 70% or more</b><br><b>a majority = over 60%</b><br><b>half = 50%</b><br><br><b>around half = close to 50%</b><br><b>a minority = below 40%</b><br><b>few = below 20%</b><br><b>very few = less than 10%</b> |  |   |  |  |  |  |

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