



Special Partnership Trust



CURRICULUM AND TEACHING POLICY

Date Last Reviewed: February 2026

Review Date: February 2028

Curriculum and Teaching

This policy needs to be read in conjunction with our PARRCS (Planning, Assessing, Recording, Reporting, and Celebrating Standards) policy and moderation policy. SPT schools will pay full regard to this policy in the consideration of the design (intent), delivery (implementation) and impact of their curriculum offer upon improving outcomes for our pupils, including their preparation for adulthood/next stage milestones. This policy links to the Trust appraisal of all staff policy. The Trust recognises that appraisal and effective CPD opportunities play an integral part within securing the delivery of high-quality teaching, learning and assessment.

Rationale:

Within our partnership we believe in a whole school learning community with a commitment to excellence in teaching, learning and effective use of assessment to secure high quality educational provision. Through such means we **intend** to develop pupils' personal, social, emotional, physical and communication skills as well as their academic skills thus improving their outcomes (**impact**). All Trust schools maintain high aspirations for all pupils to succeed at school encouraging them through their daily practice to make good progress. We recognise that our collective provision improves because there is a continued focus on improving the quality of teaching and learning in delivering our curriculum offer.

This is underpinned via the establishment of a successful curriculum offer in each of our schools Curriculum and Teaching which have been designed to meet pupils' needs. In evaluating the **implementation** of each curriculum at school level, each school monitors/ evaluates how the curriculum is taught at subject and classroom level; this is achieved via learning walks, lesson visits/ observations, tracking of pupil progress (pupil data), moderation, work scrutiny and case sampling.

The revised school inspection Toolkit (2025) outlines that 'During all inspections, inspectors must evaluate how effectively pupils are enabled to secure **strong foundations to access the curriculum**. This involves evaluating how effectively the school supports pupils who are at the early stages of communication and language, reading, writing and mathematics, including older pupils whose development is not at their age-appropriate level.'

The monitoring of the delivery and implementation of this curriculum via such means will ensure it has the desired impact in meeting the needs of all pupils enabling them to make progress, thus improving their outcomes. Monitoring will additionally ensure the delivery of the curriculum is;

coherently planned; teachers plan lessons very effectively, demonstrating security in the subject knowledge being taught. Planning informs structured teaching and learning sessions (teachers are determined that pupils/ students achieve well and assessment is integral and used effectively to check pupils' understanding. Assessment outcomes are used to inform teaching, and planning is adapted and amended where necessary as a result to ensure it remains relevant. Planning takes into account the communication needs of the pupils and promotes skills in reading, writing and mathematics.

embedded securely and consistently; teachers help pupils embed subject knowledge and use this knowledge fluently. Teachers effectively use assessment to provide pupils/ students with incisive feedback, helping them embed and use knowledge fluently, further developing a deeper understanding of the curriculum aspects that are most relevant and helpful to them.

delivered effectively; teachers foster curiosity, developing interested learners. They have consistently high expectations of all pupils, they deploy TAs effectively. Teachers use assessment to help pupils understand how to improve their work and to deepen pupils' skills, knowledge and understanding. They

use questioning effectively and resources and teaching strategies used are well-matched and appropriately stimulating.

sequenced; teachers demonstrate deep knowledge and understanding of the subject they are teaching ensuring all teaching is coherently sequenced allowing pupils to transfer key knowledge to long-term memory, and new knowledge and skills build on what has been taught before. Relevant, spaced retrieval is used to promote concepts being retained long-term. Teachers use questioning and observation effectively to further inform assessment, leading to effective adaptation and personalisation in learning outcomes and designed end points.

Rigorously assessed; teachers check pupil's understanding and work towards clearly defined end points. Teachers use assessment for learning and retrieval to check pupils' understanding and inform teaching, helping pupils embed and use knowledge fluently and to develop their understanding, not simply memorise disconnected facts. Teachers prepare pupils well for next stage. A range of summative and formative assessment strategies build an accurate picture of a pupil's learning.

The SPT will evaluate the effectiveness of the curriculum and teaching and assessment across our Trust provision in relation to the delivery of the curriculum and its subsequent impact on classroom practice and improved pupil outcomes. Curriculum and teaching judgements formed will evaluate the effectiveness of the work delivered to pupils over time and across the school, and if it consistently matches the planned intent/school vision of its curriculum offer. The Ofsted Toolkit 2025 criteria for attaining a Strong Standard in Curriculum and Teaching states:

Leaders make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well pupils have learned what was intended.

Leaders ensure that the curriculum is of a consistently high quality across subjects and year groups.

Leaders have a sophisticated understanding of the differences between subjects, so that pupils' learning at each stage can be secured quickly and shaped carefully in the anticipation of future learning.

Leaders ensure that the curriculum is consistently taught well. Highly effective teaching is embedded across subjects and year groups. Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects.

Teachers consistently make highly effective choices about what to teach, and when and how to teach it, in the context of the subject, phase and pupils' needs.

The school's approach to the curriculum and teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being is implemented consistently well across the school to remove barriers to achievement for these pupils.

In addition, the following apply.

- The school's curriculum **intent** and **implementation** are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent
- It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points, (the components and milestones to get there)
- The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points. These end points are relevant to the cohort or individual and clearly defined. Our Trust is fully committed to supporting teachers and support staff in each of our schools in maintaining high quality curriculum and teaching planning to deliver the intent of the curriculum maximising its impact upon all pupils. Roles and responsibilities have been identified which enable staff to develop the expert knowledge of the subjects that they or others teach, supporting colleagues in addressing any gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.

Our Trust strives to ensure that all teachers/ staff have consistently high expectations of what each pupil can achieve, including our most able and disadvantaged pupils. Teaching will sequence learning and promote effective pupil engagement. Lesson delivery will provide a connectedness of curriculum, teaching and assessment; lessons planned will demonstrate purpose and pace enabling all pupils to thrive and deepen their knowledge, understanding and skills. The quality of teaching is measured by the quality of learning it enables demonstrated by the outcomes that pupils achieve as a result of the education they have received (**impact**).

Intent

In gathering evidence about the strategic leadership of curriculum and teaching, inspectors consider the extent to which:

- leaders have a comprehensive understanding of the quality of curriculum and teaching across the school
- the curriculum (whether adopted, adapted or constructed) covers the statutory requirements set out in the basic curriculum (which includes the national curriculum, and relationships, sex and health education, and religious education)¹ and is at least as ambitious in breadth and depth as the national curriculum; this curriculum is an entitlement for every pupil
- the curriculum is designed to give pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life
- leaders assure themselves that the curriculum is taught well; they identify areas for improvement and take effective action to tackle these, including through professional learning that ensures teachers develop the expertise needed to deliver the curriculum effectively
- leaders can explain how they identify significant barriers to teaching and learning and how they take action to reduce those barriers
- leaders deploy staff effectively so that all pupils have access to high-quality teaching

(Ofsted Toolkit 2025)

INTENT of our teaching and learning policy enables schools within the SPT to:

- Establish SPT wide standards and expectations regarding high quality teaching and learning in the delivery of the school's curriculum offer using the Ofsted Toolkit 2025 as a benchmark for excellence
- Raise standards by ensuring there is a consistency and continuity of high expectations in the quality of teaching, learning and effective use of assessment across Trust schools/ subjects which demonstrates teaching and learning is part of a well-planned sequence for all pupils and that no pupil or cohort is disadvantaged.
- Provide Trust staff with clear principles, expectations and guidance on models of best practice increasing their understanding of what constitutes high quality teaching, learning and assessment in delivering the curriculum and how this will be monitored.
- Deliver an effective curriculum which is of high quality and demonstrates relevance in what our pupils learn, encouraging pupils to understand/ embed key concepts and apply them fluently.
- Promote high quality learning experiences that focus on the development/ further development of skills, knowledge and understanding.
- Evaluate the impact of SPT assessment systems used/ assessment undertaken in checking pupils' understanding in order to inform future planning/ teaching
- Ensure the subject specific curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory, ensuring learning remains sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points

- Ensure all pupils are given opportunity to achieve their potential in terms of academic attainment and spiritual, moral, social, cultural, emotional and personal development, including quality Relationships & Sex Education, (RSE)
- Ensure all pupils are included, motivated and engaged in their learning who thrive in lessons which, as a result, deepens their knowledge, understanding and skills
- Monitor the delivery of outcomes published within pupil's EHCP and identified within personalised learning plans including PLGs and therapy outcomes inherited by the class team
- Help equip pupils with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about how they live their lives now and, in the future.
- Provide clear principles, expectations and guidance on models of best practice. Leading to informed CPD offer to meet the needs of the school and Trust
- Identify and support professional development for all staff to inform continuous improvement within classroom practice
- Inform future resource needs of the class and school
- Ensure each school within the SPT is vibrant, aspirational and creative in pursuing outstanding outcomes for our pupils

To secure effectiveness of this policy, we need to ask fundamental questions of what constitutes good learning and when our pupils learn best.

Pupils learn best when they are:

- engaged purposefully and encouraged to become autonomous learners
- Responded to with a truly relational approach
- provided with developmentally related experiences which respond to their individual needs
- encouraged to form positive relationships with their class team, peers and other members of the school community
- encouraged to pursue their interests and aspirations (including those of their family) which recognise the areas which motivates, inspires and engages them
- comfortable having their fundamental needs met enabling them to be 'ready to learn'
- actively involved in their learning which is sequenced at an appropriate level to match their learning needs and all learning/progress is acknowledged
- prepared well for their next stage

To achieve this, we will:

- act upon the advice and guidance of parents and multi-agency teams incorporating such advice/guidance into everyday classroom practice when able – supported across the Trust by the SITT team.
- Ensure the learning environment is conducive to meet pupil needs and is safe, caring, supportive and stimulating which promote a variety of learning experiences to meet the needs of all learners
- ensure resources used are of good quality, age appropriate and resources are well-planned to further promote engagement, curiosity and support
- make effective and efficient use of space and maximise the resources available to the school /class
- encourage an effective use and deployment of teaching assistants
- use the curriculum offer to deliver lessons that are part of a well-planned sequence, ensuring pupils skills, knowledge and understanding remains interconnected
- Maximise learner opportunities through the development and implementation of effective timetables to ensure coverage

- use progress data (assessment – formative and summative) effectively when planning future learning ensuring all learning is scaffolded, adapted, structured and sequenced to secure progress over time
- resource staff with the appropriate skills set to meet the wide range of learning needs in any one class
- ensure staff have knowledge and understanding of the subject(s)/age ranges they are teaching including relevant qualifications into adulthood
- provide CPD to meet the needs of the schools' work force
- hold colleagues to account for any underperformance observed

In order to uphold these fundamental aims we recognise there is a collective responsibility in securing/maintaining high quality teaching and learning.

Roles and Responsibilities:

Trustees/Governors will:

- Wherever possible, in each school, identify a curriculum and teaching Governor, or linked governors for curriculum areas. To work collaboratively with the school's curriculum leads, securing an understanding of the intent, implementation and impact of the curriculum studied by the pupils of the school (all learning pathways)
- ensure the effective implementation and monitoring of this policy cascading the responsibility to the Head Teacher in each school
- review this policy with the Trust Leadership Team in the light of any national/local recommendations and any changing needs of the school
- hold the Head Teacher to account for the quality of teaching, learning and effective use of assessment throughout the school in the delivery of the school's curriculum (upholding of Head Teacher standards (SLT), teaching standards, HLTA standards and TA standards)

HT/ Senior/ Middle Leadership Team will:

- effectively monitor and evaluate the delivery and impact of this policy upon subsequent practice; provide feedback to Trustees/ LGB via the Headteacher report on the quality of the curriculum and teaching offer decided using a range of methods each term, as agreed within the school's own leadership teams
- monitor and evaluate the intent, implementation and impact of the curriculum across the school (all subjects/ cohorts)
- ensure rigor in the monitoring of the quality of teaching, quality of learning and effective use of assessment (including learning walks, class visits, scrutiny of work or learning evidence, pupil progress files, accreditation files, EFL throughout the school, case sampling and other relevant activity deemed to be appropriate)
- provide accuracy in feedback to all staff on the delivery of the curriculum observed/ delivered identifying appropriate support, training and resources when required (effectiveness within coaching/mentoring)
- use the outcomes of robust self-evaluation to identify areas which require improvement, addressing such development via the School Improvement Plan
- use outcomes identified through the appraisal process to further inform teacher/ school CPD needs

Teaching staff will:

- implement this policy by delivery of high-quality learning experiences ensuring all learning is part of a well-planned sequence

- be responsible for planning and assessment, using assessment outcomes which inform next steps ensuring learning remains sequential. Pupils make at least the expected progress towards their personalised endpoints and outcomes over time which prepares them well for their next stage
- ensure that appropriate teaching strategies and resources are used and are conducive to pupil needs
- ensure the health, safety and well-being of pupils in the class, adopting and following the guidance provided within safeguarding and health and safety policies
- maintain their own professional development which ensures they are able to meet the learning needs of their class seeking guidance from others if/as necessary

All staff will:

- To be aware of the principles of this policy and how they contribute to the teaching and learning process

Organisation of teaching and learning:

Formal observation/scrutiny of curriculum and teaching and/ or learning walks with triangulated evidence are carried out each term. The secure use of assessment in delivering the curriculum offer will be monitored within school each term. If any teacher is in receipt of a support plan to improve their practice the frequency of observations will be identified within it and agreed with the teacher (and trade union representative if this is applicable) within the process. The Trust has an SPT Capability policy to inform all process.

The Trust quality assures judgements made through the implementation of a range of School Improvement Partner activities, including the use of external School Improvement Partners, facilitated head teacher peer to peer work and effective use of cross-Trust working groups.

The Trust has developed a lesson observation template which is used across our schools for all teachers (Appendix D) and a class visit framework for HLTAs (Appendix E), an additional template* has been designed which enables teachers to note the elements of good practice observed which contribute effectively to their CPD (Appendix F); these templates additionally pursue the developments of the Teacher and HLTA standards thus creating a close link to our performance management and CPD policies. To ensure the Trust has high expectations of consistently high-quality teaching, learning and effective use of assessment in delivering the curriculum, all lesson observations/ class visits are monitored in accordance to the guidance within this policy and descriptors found within the Ofsted school inspection Toolkit 2025. Schools are free to supplement and develop these proformas to support their specific needs.

Lesson observations will also consider the standards identified for teachers, HLTAs and teaching assistants. Observations will therefore monitor:

- Pupil learning and progress (sequenced learning)
- Planning – Medium Term Planning outlining the planned sequence of learning
- Planning – Well-planned lessons; identification of adapted learning outcomes (based upon previous assessment) demonstrating learning remains sequenced
- Teaching: strategies, questions, expectations, boundaries, resource preparation for example)
- Literacy, mathematical knowledge (where applicable) and SMSC
- Assessment
- Behaviour for and attitudes to learning

Feedback, coaching and mentoring (where needed) following lesson observations will scrutinise delivery and the development of each aspect identified above as well as the effective deployment of the teacher/ HLTA . The observation leads to the identification of three aspects which will be addressed and revisited/ further developed during the next observation if/ as appropriate to the feedback received:

- What Went Well (WWW)
- Even Better If (EBI)
- CPD (opportunities identified for further development – e.g. – to visit another practitioner in the Trust to secure effective PACE within lesson delivery)

Lesson planning: (Appendix G)

- Ofsted does not require schools to provide individual lesson plans to inspectors. Equally, Ofsted does not require schools to provide previous lesson plans
- Ofsted does not specify how planning should be set out, the length of time it should take or the amount of detail it should contain. Inspectors are interested in the effectiveness of planning rather than the form it takes
- over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts
- the work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge
- teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners
- they check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches
- teachers use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts.

To ensure the delivery of high-quality teaching, learning and assessment which meets the criteria specified the Trust has designed a lesson plan template which can be used. This template will enable teachers to demonstrate how their teaching impacts upon pupils learning ensuring this remains sequenced in delivering the intentions of the curriculum.

Although it is not a requirement teacher use this plan. There will be an expectation however, that when observed, teachers effectively demonstrate how their teaching is informed via previous learning, where the anticipated learning is in relation to the planned sequence and how previous assessment outcomes are fully considered which secure effectiveness in differentiation of learning outcomes. Teachers in receipt of a support plan will be expected to provide a lesson plan.

The SPT therefore expects teachers to demonstrate:

- Teachers plan lessons very effectively and demonstrates security in the subject knowledge being taught
- Planning makes the maximum use of lesson time and clearly evidences the lesson is part of a well-planned sequence
- Planning demonstrates appropriate adaptation and provides challenge for all pupils/students

- Learning tasks are challenging; match pupils' needs accurately planning clearly links to pupil progress data and previous assessment outcomes
- Assessment is made against pupil EHCP outcomes, recorded over time on EFL.

Lesson planning requirements is outlined within our PARRCS policy (Planning, Assessing, Recording, Reporting, Celebrating Standards); lesson planning will be scrutinised for effectiveness during the lesson observation.

Our Trust understands the importance of assessment information and how this is used to identify what pupils already know, understand and can do and how this information is used by teachers to ensure learning remains part of a well-planned sequence (learning remains interconnected). Effective use of assessment outcomes is fundamental to planning, it leads to effective differentiation which acknowledges all pupils will be in receipt of bespoke targets delivered using their preferred learning style in all lessons planned; using such means will enable pupils to engage, make good progress and achieve well. Long term planning will be derived from the school's quality of education and curriculum offer, addressing the key skills, knowledge and understanding determined within the aims of the scheme of work followed.

Ofsted Toolkit 2025

Inclusive curriculum and teaching

In gathering evidence about an inclusive curriculum and teaching, inspectors consider the extent to which:

- **staff know how to identify and remove barriers to achievement for their pupils through effective curriculum design, formative assessment and adapting their practice to meet pupils' needs**
- **the school's approach to the curriculum and teaching draws explicitly on the best available evidence, including high-quality research relating to supporting disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being**
- **any additional adults in the classroom are deployed to enable all pupils to access high-quality teaching from their class teacher and to develop pupils' independence over time**
- **reasonable adjustments or adaptations to the curriculum or teaching for specific pupils' needs are well targeted and effective in reducing barriers; adaptations focus on pupils' long-term success rather than short-term fixes; leaders consider the possible downsides of any adaptations and mitigate these**

Environments

The Trust also places equal importance on learning environments which are ambitious in ensuring they are pupil centred and conducive to effective engagement and learning. Such expectations are additionally outlined within the teaching and teaching assistant standards.

- **Teacher standards - Set high expectations which inspire, motivate and challenge pupils - establish a safe and stimulating environment for pupils, rooted in mutual respect**
- **Teaching Assistant standards - Maintain a stimulating and safe learning environment - by organising and managing physical teaching space and resources**

Teachers and class teams are therefore responsible for maintaining highly effective teaching spaces that will meet the needs of all pupils: physically, psychologically, socially, culturally and academically. Classrooms and teaching spaces should be inclusive, organised, purposeful and clutter-free. Resources must be age appropriate and of good quality, enabling all pupils to access their learning and learn in a calm and safe environment. Displays enhance the learning environment and should be informative and celebratory.

Environments should cater for the cohort and be appropriately stimulating and sensorily appropriate according to need.

Learning walks:

The SPT recognises the fundamental importance of learning walks. Any member of the SLT/ MLT/ class teachers will undertake learning walks under the direction of the Head Teacher. Learning walks are also utilised to support peer to peer work across the Trust.

Schools within our Trust identify the theme for learning walks based upon the Trust priorities, school's self-evaluation framework outcomes and nature of school improvement being pursued. Learning walks are also used to measure the impact of previous school improvement initiatives.

Learning walks will pursue the development of the teacher standards or teaching assistant/ HLTA standards if these have been identified as a priority area; e.g. – effective deployment/ contribution of Teaching Assistants within classroom delivery and their impact upon pupil progress.

The Governors of the school will join Learning Walks if this is deemed appropriate to their role in holding the Head Teacher to account for the strategic direction of the school, embedding and developing school improvement initiatives. Governors will not judge lessons observed/ learning walks undertaken. As previously outlined learning walks provide further information in the self-evaluation of the school and therefore may focus upon any of the following aspects:

- Impact/ progress within recent SIP initiatives upon class room practice
- Impact/ progress within any development plans deemed appropriate (e.g. – subject area)
- Collating information relating to practice – e.g. – deployment of teaching assistants
- Pupil's behaviour and their attitudes to learning/ engagement in the teaching/learning process
- Resources – e.g. – suitability of resources used/ additional resources required
- Environmental considerations (e.g. – fabric of classroom)

Role of HLTAs:

The Trust recognises the enormous contribution HLTAs make in sustaining high quality teaching and learning in delivering the curriculum; formal class visits are made each year with observations focusing on the deployment/ development of the HLTA standards. The Trust uses the same framework when teaching sessions are monitored; coaching/ mentoring opportunities focus upon the pursuit of implementing and upholding the identified HLTA standards.

Role of teaching assistants:

. Effectiveness in the deployment of teaching assistants is essential in delivering and sustaining high quality teaching, learning and assessment supporting pupils to acquire and deepen their skills, knowledge and understanding in the curriculum they follow. The Trust will use the teacher/ teaching assistant's standards to help fulfil this fundamental aim. Lesson observations and learning walks will monitor the effectiveness of teaching assistants and will contribute to the appraisal structure, personalising targets of members of staff based upon observation/school improvement outcomes.

Work scrutiny/ work books/Evidence for Learning:

The Trust acknowledges that assessment of learning can be viewed as measuring pupil progress over time and determining the impact of the curriculum. Such assessment may include scrutiny of EFL and/or work books which helps to contribute to an evaluation of whether the work that pupils undertake over time reflects the curriculum delivered. Work is informed by sequential learning; therefore, we believe

that work recorded in workbooks or on EFL needs to be checked for purpose, relevance, and accuracy in the structured sequence of learning planned and delivered by the class teacher for each pupil.

As a result, work scrutiny via workbooks/ EFL will be undertaken over the academic year and form a focus within lesson observations (where appropriate). Such scrutiny will contribute to an evaluation of whether the work that pupils do over time reflects the intended curriculum. Work scrutiny will help observers form a view of whether pupils know more and can do more, and whether the knowledge and skills they have learned are well sequenced and have developed incrementally.

Such scrutiny will additionally help form a view of whether pupils know more and can do more, and whether the skills they have learned are well-sequenced and have developed incrementally. The activity will support judging how ambitious the curriculum is for its learners. Scrutiny of workbooks can also provide information relating to the curriculum offer (subject specific teaching) connecting work scrutiny to lesson observations leading to an evaluation of the impact of this offer upon pupil progress.

Each school within the SPT has developed a framework which clearly identifies the purpose/ use of workbooks/ EFL and the relevance in the use of these asking the main questions:

- are the pupils making progress?
- Does EFL/ workbook scrutiny evidence that the curriculum delivered remains part of a well-planned sequence?
- are skills being developed incrementally?
- is the feedback provided informing next steps?

Work books/ EFL therefore, will be scrutinised via lesson observations/ learning walks to ensure:

- the intent of the school's curriculum policy document informs practice
- there is a relation between the SPT PARRCs policy and work scrutiny
- there is a secure process in the effectiveness of monitoring work books within the whole school moderation process
- a consistency and quality in the use of work books across the school
- the agreed format for annotating work is used consistently and precisely focusing upon how well teachers' written feedback, is used by pupils to improve their knowledge, understanding and skills informing next steps in the learning sequence (learning is being developed incrementally)
- the focus remains upon how pupils' knowledge, understanding and skills have developed and improved
- there is a quality assurance in the use (and impact) of feedback via work books
- effectiveness in monitoring of 'challenge' in learning to enable progression in knowledge, understanding and skills (sequence in/ of learning/ progress over time)
- pupils benefit from understanding of ways they need to improve helping them embed and use knowledge; incisive feedback/ next steps ensure no pupil is disadvantaged in the teaching/ learning process
- there is secure evidence of pupil progress in pupil assessment files/ accreditation files (KS3 - Post 16 provision)

Effectiveness within Teaching and Learning:

The Trust acknowledges that effective curriculum and teaching requires our school communities to encourage, praise and positively reinforce good relationships, behaviour and engagement within the

teaching and learning process. The Trust seeks to promote relational working amongst staff and learners. To achieve this, we will:

- maintain a focus upon the quality of provision and curriculum Trust schools offer ensuring the curriculum offered remains fit for purpose and delivers upon its intent
- work collaboratively within improving outcomes for our Trust population via our SPT priorities and strategic focus groups - identifying strategic aims where we can advance our practice/ provision
- work effectively with members of multi-agency teams embedding the recommendations received in responding to individual needs, supported by the SITT team.
- measure success by learning outcomes achieved through the monitoring of pupil data sets (all cohorts) providing necessary interventions if/ as appropriate
- seek parents' views in relation to their child's school offer acknowledging/ responding to these where/when able
- seek the views of pupils
- seek the views of the school staff

Developing engagement in learning:

Due to the very nature of our pupils, we acknowledge that we need to develop their behaviour and their attitudes to learning (engagement in learning) which encourages all pupils to develop the skills to take responsibility for it. This aspect will be monitored via structured lesson observations which identify the teacher's ability/ CPD needs in fostering positive behaviour/ working relationally and fostering positive attitudes to learning in their classroom.

To ensure we motivate our pupils to develop/ further develop their skills within ownership of learning which encourages the development of their personal skills and qualities we aim to:

- promote their zest for learning, where pupils can sustain concentration, apply themselves and develop their capacity for personal study
- encourage pupils to learn from mistakes responding positively when these are identified
- promote a willingness for pupils to ask and answer questions, join in discussion and have confidence in dealing with the subject studied
- encourage them to value and develop class/ school teamwork
- work closely with the SITT team to ensure all sensory needs are effectively met and developed.

Assessment of learning:

Factors taken into account (Ofsted Toolkit 2025)

'using assessment effectively to inform teaching and learning, and to help pupils embed key concepts, use knowledge fluently and develop their understanding'

Assessment is a fundamental aspect of teaching and learning in delivering the curriculum effectively, ensuring all learning is part of a well-planned sequence. Assessment information draws on a range of evidence of what pupils know, understand and can do across the curriculum which enables teachers to make consistent judgements about pupils' progress and attainment. Assessment is gathered and identifies what can be done to improve pupils' knowledge, understanding and skills to inform their next steps in the learning sequence (learning is being developed incrementally). Assessment information is therefore used to plan appropriate teaching and learning strategies, including the identification of pupils who may be falling behind in their learning or who need additional support, enabling all pupils within our Trust schools to make progress and achieve well.

There is an expectation that all teaching staff will use assessment outcomes to determine progress/ identify next steps to be addressed and ensure these are shared with pupils.

All learning will be personalised to meet the needs of the pupils across our schools; assessment is integral to this (please refer to our SPT PARRCS policy Planning, Assessing, Recording, Reporting, Celebrating Standards) for the use of formative/summative assessment.

EHCP outcomes (and smaller step targets) are utilised to ensure pupils needs are understood and met. Progress to these outcomes are recorded using EFL.

EHCP outcomes – IEPs/ PLGs:

All pupils within our Trust benefit from the use of IEPs or PLGs. These are derived from either EHCP outcomes (long term aims) or from the identification of key skills that pupils need to develop in order to improve their engagement in the teaching/ learning sessions they attend and extend their developing skills structuring such learning incrementally. IEPs will not address curriculum areas – e.g. – Science.

These targets will be addressed daily throughout the school week and are detailed within lesson planning. Where able, pupils are encouraged to self-evaluate their progress within IEPs.

Views of staff:

To achieve the aims of this policy we recognise that all teachers and teaching assistants employed across our Trust will have views as to how the guidance contained within this policy can be improved to secure best practice across our schools. To ascertain such views our schools will engage with staff to reflect on their practice and plan CPD needs accordingly. Information obtained can also help inform both the performance management process identifying development targets and further inform school/ Trust CPD which help each school work force to improve classroom practice through individual/whole school interventions.

Views of pupils:

It is vital we seek/ respond to the views of pupils about their school and the work they undertake aimed at developing their skills, knowledge and understanding. We encourage all pupils to take pride in their achievement. The Trust implements a questionnaire across the schools which asks questions relating to their school offer. This is enhanced by a range of school based activities to ensure student voice or view or experience is recognised. Using such information will allow all schools within our Trust to respond in accordance to the information obtained in an informed way.

Views of parents:

During EHCP meetings and discussion via our parent’s progress meetings we seek the views of parents in regard to their child’s educational progress. We understand the vital importance our parents make when determining many aspects of their child’s school offer including progress within EHCP outcomes addressed via IEPs/ Golden goals. Through the use of data collated our schools are able to respond to the outcomes identified in an informed way – e.g. – send reading books home, provide AAC equipment to further communication skills etc.

A more formal parent survey is utilised annually across the Trust.

Policy Review:

This policy will be responsive to any changes within external/ internal quality assurance frameworks. The impact this policy will be monitored and evaluated by Senior Leaders and Trustees of the SPT when reflecting upon the curriculum offered by each school and the impact of this upon teaching, learning and assessment practices observed and upon the progress of pupils over time.

Head Teachers will provide detailed reports to their LGB and the Trustees on the quality of the school’s Curriculum and Teaching each term. This process ensures:

- the daily practice by Trust staff secures high quality teaching, learning and assessment
- the intent, implementation and impact of the curriculum offered achieves it fundamental aim of improving outcomes for all pupils within our Trust



Appendix A: Curriculum coordinators roles and responsibilities:

Roles & Responsibilities of the Curriculum coordinator

Key responsibilities – To monitor the impact of the school curriculum offer in securing outstanding pupil outcomes including the effective delivery of EHCP outcomes

INTENT – Working collaboratively to secure the school's curriculum/offer meets the needs of the pupils the coordinator will ensure:	IMPLEMENTATION – Working collaboratively with colleagues in the school/Trust (where applicable) ensure informed/effective curriculum delivery across the school (all ages/cohorts of need) to secure it achieves its purpose:	IMPACT – To ensure the impact of the curriculum can be measured the coordinator will:
<ul style="list-style-type: none"> - Contribute to a positive ethos in which all pupils have access to a broad, balanced & relevant curriculum - The curriculum offer for the school provides breadth, depth & relevance for the pupils (3 x I's overview) & is equitable - A secure knowledge/understanding of the learning pathways in the Trusts offer, which prepares pupils well for their next stage - The curriculum fosters high achievement & excellence which aspires pupils to learn beyond their personal best - That sequenced learning remaining the core purpose of each/any curriculum held by the school - To advise colleagues in accordance to the rationale supporting pupils learning pathways securing effective/personalised teaching/ learning/ assessment across the school - A firm understanding of all curriculum documents/statutory expectations produced by the DfE (EYFS – Key Stage 5); consider all national & local documentation & any changes which may impact upon the curriculum of the school/ Trust - Any subject overview maintains a focus on the development of pupil's skills, knowledge & understanding which links learning (learning remains sequenced) which prepares pupils well for next steps/ stage - Any modules of accreditation delivered/ obtained add value to pupil learning & their subsequent progress in it - Effective monitoring in the use of subject assessment (including DfE subject specific standards at appropriate key stages) & in the quality of the assessment undertaken securing effectiveness upon recording pupil progress/the identification of next steps - Initiate curriculum discussion/review of teaching approaches & subject content across the school on a regular basis - Undertake self-evaluation, reviewing the curriculum offer in line with the schools' self-evaluation framework, including the annual/bi-annual review of subject areas to ensure the intent of each subject remains relevant/ purposeful 	<ul style="list-style-type: none"> - Lead curriculum development all policy/associated planning documents focus upon the 3 x I's (R2L/L2L offer) & are reviewed regularly & published working collaboratively with subject coordinators to achieve this aim - Ensure the curriculum offered is led by the identification of key skills (each subject area) securing continuity/progression within subjects offered/schemes of work published - Advise the HT/LGB/Trustees on any matters concerning the curriculum which impacts upon the school/Trust offer - Ensure NC areas delivered (long term planning/themes) provides equity of provision (broad, balanced) - Monitor the curriculum offer (delivery) via LT/MT planning (Inc. timetable scrutiny/ learning walks/lesson observations) in accordance to the schools' self-evaluation policy & framework - Ensure the curriculum offer supports the successful implementation of personalised outcomes (engagement profile, assessment outcomes/ IEPs/ Intentions/EHCP outcomes) securing informed target setting - Attend/deliver effective CPD which secures the curriculum offered continues to meet the needs of all pupils; research pedagogical studies which will impact upon high quality practice - Audit training needs; provide professional L & M to the school work force via effective CPD; evaluate effectiveness/impact of CPD delivered - Working collaboratively to ensure the Trust core curriculum offer continues to meet the needs of the school population - Ensure the curriculum offer reflects any changes to National documentation & the information is cascaded - Secure consistency in key vocabulary identified/ used in all NC subjects taught (L2L – symbols/objects of reference/ environmental cues/sounds) - Identify appropriate/relevant 'English' including phonics (C & I) & 'Maths' areas (C & L) for all subject areas to secure key skills & concepts are addressed consistently across the school (linked/ sequenced//well-planned) - Monitor the effective use of assessment within teacher planning; observe assessment of learning via lesson observations/learning walks advising colleagues accordingly to observation outcomes - Monitor pupil progress (data) in accordance to SPT benchmark ensuring all data is reported in accordance to statutory guidance (DfE) - Attend moderation meetings where appropriate feeding back outcomes to the HT/LGB/school work force revising assessment practice where appropriate - Monitor the use of risk assessments/additional control measures to secure safe, effective delivery of the curriculum - Identify curriculum resources required; submit such bids to the appropriate line manager ensuring resources support effectiveness within teaching/ learning - To take responsibility for the school's work book rationale; coordinate work book scrutiny & associated learning walks across the school in accordance to the school's self-evaluation framework; act upon information obtained - Take responsibility for the organisation/implementation of accreditation of the school; monitor 'exam' results to ensure qualifications obtained add value to learning - Promote the work of the Curriculum & subsequent areas through internal/external means – e.g. - parents' meetings, school assemblies, links across the community, access to training providers 	<ul style="list-style-type: none"> - Complete a whole school curriculum audit measuring the impact of the curriculum offered - Using audit outcomes, identify a subsequent yearly curriculum development plan in accordance to the school's self-evaluation policy & framework to secure continued/effective implementation of the curriculum offered across the school - Monitor the work of the subject coordinators including audit outcomes/development plans & their progress - Provide information/outcomes/impact report via meetings to the LGB/HT/teachers to increase their knowledge & understanding of the curriculum - Undertake learning walks with Governors to increase their knowledge & understanding of the curriculum offer; assist Governors in recording/ reporting information to the HT & LGB (challenges) - Monitor the CPD delivered to the school work-force identifying impact/future CPD needs - Scrutinise/analyse/interpret pupil progress data sets (including accreditation) measuring the impact of the curriculum offer; identify through such scrutiny pupils are at least meeting Trust benchmarks - Use data collated to set realistic but challenging targets, share information with teachers/HT & LGB - Undertake learning walks through the school to secure an overview of the impact of the curriculum offer in meeting personalised learning needs & subsequent differentiation / assessment - Monitor samples of pupil progress files & work books which evidences effectiveness in assessment (Bz) sequential learning/ impact of curriculum offer - Scrutinise Medium Term plans to identify a balance of NC areas including the key vocabulary to be used - Monitor samples of pupil reports to parents - Monitor QoTQoL/learning walk data using information obtained to measure the impact of the curriculum offer revising any curriculum practice in accordance to outcomes - Monitor parent survey data using information obtained to revise any curriculum practice where required - Monitor pupil survey data to ensure pupils of the schools aspire to learn & are fully engaged in the teaching/learning process - Monitor IEP/Intentions data which secures pupils EHCP outcomes are addressed consistently across the school

The curriculum coordinator will evidence impact of the Trust offer through a co-ordinators file which contains:

- Up to date curriculum policy documents
- L2L & R2L curriculum overview – 3 x I's
- Curriculum co-ordinators job description
- Training log (CPD – personal/staff) & impact of this
- Evaluation of standards (core data) & accreditation data (where appropriate)
- Curriculum audit & associated development plan (reported to the HT/LGB; impact led)

The co-ordinator will also:

- Publish the curriculum offer (including photographs/video * consider pupil permission) on the school's web site
- Contribute to the PowerPoint presentations (front of school) where relevant
- Report succinctly to the HT/Governors of the school in accordance to the school's self-evaluation policy & framework



Appendix B: Subject coordinators roles and responsibilities:

Roles and Responsibilities of subject coordinators

INTENT - To ensure the curriculum/subject area/offer meets the needs of the school population the coordinator will:	IMPLEMENTATION - To ensure informed/effective subject delivery the coordinator will:	IMPACT - To ensure the impact can be measured the coordinator will:
<ul style="list-style-type: none"> - Ensure secure knowledge and understanding of the key skills required for subject area (National curriculum requirements); produce a rationale for each key skill area to inform effective teaching/learning across the school which enables all pupils to build upon previous learning (learning is sequenced) - Produce the curriculum offer for the school which provides breadth, depth and relevance for the pupils (3 x I's overview) which maintains a focus on the development of pupil's skills, knowledge and understanding in the key skills identified (preparing them well for next steps/stage) 	<ul style="list-style-type: none"> - Ensure the school policy and associated planning documents focus upon the intent, implementation and impact of the subject area - Identify NC key skills across the school (long term planning) ensuring that all learning is informed/ sequenced with opportunities for repeated recall - Monitor delivery via timetable scrutiny and learning walks across the school - Attend effective training programmes for the subject area; research pedagogical studies which will impact upon practice - Audit training needs and provide professional leadership and management to the school work force via effective CPD; evaluate effectiveness/impact of CPD delivered - Work in partnership with other curricular coordinators across the Trust to ensure curriculum content secures equity of provision - Ensure all documents published (including the web site) provide accuracy within the information recorded which secures effectiveness within teacher planning (long term, medium term and key skills - Ensure the subject offer reflects any changes to National documentation and the information is cascaded - Secure key vocabulary required in delivering the subject area which is linked to the key skills identified - Identify appropriate/relevant English and Maths areas of learning to secure all learning is linked/well-planned - Identify assessment streams; monitor the effective use of such assessment within teacher planning - Attend moderation meetings where appropriate - Undertake any risk assessments/additional control measures to secure safe, effective delivery - Plan/cascade information on whole school curriculum days, identifying resources required - Provide bids for the subject area submitting such bids to the Head of Upper School/Lower school 	<ul style="list-style-type: none"> - Complete a subject audit with impact and subsequent development plan (every two years, one for core subjects) identifying the necessary actions to inform the implementation of the subject across the school - Provide information/outcomes/impact report to the LGB/HT/teachers to increase their knowledge and understanding in line with the school's self-evaluation policy - Undertake learning walks with Governors to increase their knowledge and understanding of the subject; assist Governors in recording/reporting information to the HT and the LGB (challenges) - Scrutinise/analyse pupil progress data sets (where relevant) measuring the impact of the subject offer; share information with teachers/HT and LGB - Undertake learning walks through the school to secure an overview of effective teaching/ learning /differentiation /assessment in line with the curriculum offer - Scrutinise work books (where relevant), progress files which evidences assessment overview (B2) sequential learning/impact of subject delivery - Scrutinise Medium Term plans to identify cross curricula links and key vocabulary to be used - Monitor pupil reports
<p>The subject coordinator will evidence impact of subject delivery through:</p> <ul style="list-style-type: none"> - A curriculum folder which evidences subject offer and impact of subject delivered across the school - An access to learning folder evidencing school offer in action - Publication of school offer (including photographs/video * consider pupil permission) on the school's web site - Contribute to the PowerPoint presentations (front of school) where relevant 		
<p>Subject co-ordinators file contents:</p> <ul style="list-style-type: none"> - Subject policy statement - Subject area overview - 3 x I's - Teacher job description - The role of the subject co-ordinator - Subject overview (Long Term Planning - key skills focus) - Subject audit and associated development plan (reported to the LGB; impact led) - Curriculum offer and assessment documents (key skills) - Training log (CPD) - Evaluating standards (data - if/as appropriate) 		

Appendix C: L2L coordinators/leads roles and responsibilities:

Roles and Responsibilities of L2L lead – Key responsibilities – To monitor the impact of the Trust offer in securing outstanding pupil outcomes evidenced through the informed use of observations, bespoke target setting, and assessment aligned to meet personalised learning plans within daily practice

INTENT – Working collaboratively to ensure the L2L curriculum/offer meets the needs of the school/Trust population the coordinator will:	IMPLEMENTATION – Working collaboratively to ensure informed/effective L2L delivery the lead will:	IMPACT – To ensure the impact can be measured the L2L lead will:
<ul style="list-style-type: none"> - Ensure a secure knowledge and understanding of the 7 areas/pre-requisite skills for learning which prepares pupils well for their next stage; work/advise others in accordance to the rationale for each key skill area to inform effective teaching/learning/assessment across the school securing learning is personalised and sequential - Produce the curriculum offer for the school which provides breadth, depth and relevance for the pupils (3 x I's overview) which maintains a focus on the development of pupil's skills, knowledge and understanding in the pre-requisite skills identified (challenge within all learning demonstrated/preparing pupils well for next steps/stage) - Consider pupil access to their curriculum offer via the production/use of AAC (symbols/objects of reference) ensuring these hold meaning for each child/student 	<ul style="list-style-type: none"> - Ensure the Trust policy and associated planning documents focus upon the 3 x I's of the L2L offer - Ensure NC areas (long term planning/themes) provides equity of provision (broad, balanced) - Monitor pupil's L2L offer (delivery) via timetable scrutiny/learning walks; ensure pupil timetables reflect personalised outcomes identified (engagement profile and assessment outcomes/ IEPs/ Intentions/EHCP outcomes) which secure informed target setting - Attend/deliver effective training programmes to secure offer continues to meet the needs of L2L pupils; research pedagogical studies which will impact upon practice high quality practice - Audit training needs and provide professional leadership and management to the school work force via effective CPD; evaluate effectiveness/impact of CPD delivered - Working collaboratively ensure the Trust offer continues to meet the L2L cohort in the school - Ensure all documents published (including the web site) provide accuracy which secures effectiveness within teacher planning (long term, medium term) - Ensure the L2L offer reflects any changes to National documentation and the information is cascaded - Secure key vocabulary (symbols/objects of reference/ environmental cues/sounds) required in delivering the 7 aspects of engagement and is linked to the development of pupil's pre-requisite skills - Identify appropriate/relevant 'English' including phonics (communication and interaction) and 'Maths' areas (cognition and learning) of learning to secure very early concepts are linked/well-planned - Monitor the effective use of assessment within teacher planning/learning walks (school self-evaluation) - Monitor pupil progress data sets in accordance to SPT benchmarks - Attend moderation meetings where appropriate - Act as a conduit between therapists securing effectiveness of provision/agreed aims/EHCP outcomes across the school - Undertake any risk assessments/additional control measures to secure safe, effective delivery - Identify resources required; submit such bids to the appropriate line manager which ensure resources support effectiveness within teaching/learning 	<ul style="list-style-type: none"> - Complete a L2L audit with impact and subsequent development plan (each year) identifying the necessary actions to secure effective implementation of the Trust offer across the school - Provide information/outcomes/impact report via meetings to the LGB/HT/teachers to increase their knowledge and understanding of the L2L offer in line with the school's self-evaluation policy - Undertake learning walks with Governors to increase their knowledge and understanding of the L2L offer; assist Governors in recording/reporting information to the HT and the LGB (challenges) - Monitor the CPD delivered to the school work-force identifying impact/future CPD needs - Scrutinise/analyse pupil progress data sets measuring the impact of the L2L offer; identify through such scrutiny pupils are meeting Trust benchmarks, share information with teachers/HT and LGB - Undertake learning walks through the school to secure an overview of the impact of personalised learning and subsequent differentiation /assessment in line with the L2L offer - Monitor samples of pupil progress files which evidences effectiveness in assessment (B2) sequential learning/ impact of L2L offer - Scrutinise Medium Term plans to identify a balance of NC areas including the key vocabulary to be used - Monitor samples of pupil reports to parents
<p>The L2L coordinator will evidence impact of the Trust offer through a co-ordinators file which contains:</p> <ul style="list-style-type: none"> - An up to date SPT L2L policy including the L2L overview/process map - L2L curriculum overview – 3 x I's - Teacher job description - Training log (CPD – personal/staff) and impact of this - Evaluating standards (data) - L2L audit and associated development plan (reported to the curriculum co-ordinator/HT/LGB; impact led) - Access to learning section which evidences school offer in action <p>The co-ordinator will also:</p> <ul style="list-style-type: none"> - Publish the L2L Trust offer (including photographs/video * consider pupil permission) on the school's web site - Contribute to the PowerPoint presentations (front of school) where relevant 		

Appendix D: Lesson observation (teacher):

SPT Lesson Observation (Quality of Teaching, Learning and Assessment - Leadership and Management)

Member of staff observed:		Subject:		Date:
Support staff:		Group & number of pupils/ students:		Lesson:
Observer:		Scrutiny of work reviewed:		Time & duration in lesson:

	Key Heading	Further details/focus of discussion
(WWW) What Went Well?	1.	
	2.	
	3.	

	Key Heading	Further details/focus of discussion
(EBI) Even Better If...	1.	
	2.	
	3.	

Please suggest a possible CPD activity to help the member of staff secure the Even Better Ifs you have listed/detailed above:

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Observer signed:	
Shared with senior staff?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Shared with teacher?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Shared with Learning assistants? How?	Yes <input type="checkbox"/> No <input type="checkbox"/> Teacher feedback to team

Remember; No judgements are to be made.

1. No grades! Feedback only including potential CPD.
2. Use score card crib sheet as reference.
3. Look at pupil's work/books / talk with students; examine feedback given to learners
4. Observe the **learning (progress over time)**, not the teacher.

Hand this in to the Head Teacher immediately; please remember to provide a copy for the teacher.

Needs attention	Expected standard	Strong standard
<p>Curriculum and teaching are likely to be graded 'needs attention' when the expected standard has not been met.</p> <p>This may include when one or more of the following applies:</p> <ul style="list-style-type: none"> ■ Leaders' ambitions for the curriculum and teaching are appropriate, but weaknesses or inconsistencies in implementation have a negative impact on pupils in general or on a particular group. ■ Leaders have only recently started to take action to improve the curriculum and teaching. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work. ■ Leaders have considered appropriate adaptations to teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, but these adaptations are not well matched to pupils' needs. 	<p>Curriculum and teaching meet the 'expected standard' when all the following apply:</p> <p>Leaders have an accurate and informed understanding of the quality of the curriculum and teaching across the school. They draw on this when deciding how to deploy staff and allocate resources, and to identify when timely action is needed to bring about improvement.</p> <p>Leaders ensure that the curriculum is suitable and well planned for each subject and year group. It identifies clear end points and is appropriately sequenced to build on what has already been taught and learned.</p> <p>Leaders ensure that the curriculum is generally taught well. Teachers draw on their knowledge of pupils' needs and starting points and an evidence-informed understanding of effective teaching and how pupils learn.</p> <p>Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach.</p> <p>Leaders ensure that all pupils who are at the early stages of learning to read are taught to do so through systematic synthetic phonics.</p> <p>Leaders and staff are particularly aware of pupils who have not yet secured the necessary</p>	<p>Curriculum and teaching meet the 'strong standard' when the 'expected standard' has been met and all the following apply:</p> <p>Leaders make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well pupils have learned what was intended.</p> <p>Leaders ensure that the curriculum is of a consistently high quality across subjects and year groups. Leaders have a sophisticated understanding of the differences between subjects, so that pupils' learning at each stage can be secured quickly and shaped carefully in the anticipation of future learning.</p> <p>Leaders ensure that the curriculum is consistently taught well. Highly effective teaching is embedded across subjects and year groups. Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects.</p> <p>Teachers consistently make highly effective choices about what to teach, and when and how to teach it, in the context of the subject, phase and pupils' needs.</p>

Needs attention	Expected standard	Strong standard
	<p>foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge.</p> <p>Leaders and staff generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary.</p> <p>Leaders and staff are clear about the importance of high-quality teaching, supplemented with targeted academic support. Any reasonable adjustments or adaptations to the curriculum or teaching for particular pupils are generally considered and implemented carefully. EHC plans are properly considered when designing and delivering the curriculum.</p>	<p>The school's approach to the curriculum and teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being is implemented consistently well across the school to remove barriers to achievement for these pupils.</p>

Criteria: Evidence of Teacher Standards/Leadership & Management - (To be used as a crib sheet – not to make a lesson judgement)

Teacher standards	What went well	Even better if	Feedback/coaching comments:
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Leadership & Management			
Energy and Enthusiasm from teacher is highly evident			
Energy and Enthusiasm from support staff and supports T, L and assessment process			
Pupils engaged in learning			
Classroom well organised, tidy, with high quality displays of recent work which reflect and support learning			
Evidence of high expectations of pupil behaviour			
Class rules (routines) in place and observed being referred to			
Challenging behaviour managed well			
Opportunities for pupils to work/explore independently			
Evidence of strong leadership and cohesive teamwork			
Good use of time – lesson is well paced			
Good use of resources including TAs			

Criteria: Evidence of Teacher Standards/Leadership & Management - (To be used as a crib sheet – not to make a lesson judgement)



Special Partnership Trust

Teacher standards Personal development, behaviour and welfare	What went well	Even better if	Feedback/coaching comments:
Pupils show evidence of understanding routines			
Pupils are engaged, attend to the teacher and staff well			
Staff act as role models, modelling good behaviour, respect, politeness and manners			
Opportunities for personal and social development			
Pupils have respect for each other			
Classroom is a safe and stimulating environment			
Positive attitudes amongst pupils and staff			
Multicultural resources and displays			
Trips, educational visits and visitors used to enhance learning opportunities (please specify if this was not part of the structure of the session today)			

Appendix E: HLTA class visit template:

(HLTA Class Visit - Quality of Teaching/Learning/assessment – focus HLTA standards)

HLTA: Providing PPA cover for:		Subject:		Date:	
Support staff:		Group & number of pupils/ students:		Lesson:	
Visit Lead:		Scrutiny of work reviewed:		Time & duration in lesson:	

(WWW) What Went Well?	Key Heading	Further details/focus of discussion
	1.	
	2.	
	3.	

(EBI) Even Better If...	Key Heading	Further details/focus of discussion
	1.	
	2.	
	3.	

Please suggest a possible CPD activity to help HLTA develop/further develop HLTA standards:

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Shared with senior staff?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Shared with HLTA?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Shared with Learning assistants? How?	Yes <input type="checkbox"/> No <input type="checkbox"/> Teacher feedback to team

Remember; No judgements are to be made.

5. No grades! Feedback only including potential CPD.
6. Use score card crib sheet as reference.
7. Look at pupil's work/books / talk with students; examine feedback given to learners
8. Note the **learning (progress over time)**, not the HLTA.



HLTA standards - Professional Attributes	What went well ...	Even better if ..
High expectations of children and young people with a commitment to helping them fulfil their potential		
Established a fair, respectful, trusting, supportive and constructive relationships with children and young people		
Demonstrate the positive values, attitudes and behaviour they expect from children and young people		
Communicate effectively and sensitively with children		
Understand the key factors that affect children and young people's learning and progress		
Professional Knowledge and Understanding	What went well ...	Even better if ..
Know how to contribute to effective personalised provision by taking practical account of diversity		
Support the development, learning and progress of children and young people		
Know how to use ICT to support their professional activities		
Understand the objectives, content and intended outcomes for the learning activities in which they are involved		
Monitor learners' responses to activities and modify the approach accordingly		
Monitor learners' progress in order to provide focused support and feedback (in		

accordance to school feedback/marking policy)		
Support the evaluation of learners' progress using arrange of assessment techniques		
Contribute to maintaining and analysing records of learners' progress		
Planning and expectations	What went well...	Even better if ..
Plan how they will support the inclusion of the children and young people in the learning activities		
Teaching and Learning Activities	What went well...	Even better if ..
Use of effective strategies to promote positive behaviour		
Recognise and respond appropriately to situations that challenge equality of opportunity		
Use their ICT skills to advance learning		
Advance learning when working with individuals		
Advance learning when working with small groups		

Hand this class visit information to the Head Teacher immediately; please remember to provide a copy for the HLTA.

Advance learning when working with whole classes without the presence of the assigned teacher		
Organise and manage learning activities in ways which keep learners safe		
Direct the work, where relevant, of other adults in supporting learning		

Appendix F: Peer observation:

Peer Mentoring - (Sharing good practice)

Member of staff observed:		Subject:		Date:	
Support staff:		Group & number of pupils/ students:		Lesson:	
Observer:				Time & duration in lesson:	



	Key Heading	Further details/focus of discussion
What I want to learn/develop		



	Key Heading	Further details/focus of discussion
What I liked/could use/learn!		



What I am going to use in my class, training I need, further development, feedback of good practice, EBI (discussion with teacher observed):

One idea that might help you (what I do that might help you):

Appendix G: Example Lesson plan template:

Lesson Plan

Date:	Lesson/subject: Number of planned lessons: Lesson number:	Time:
WALT:	Learning Activity Plan:	ILP Links:
Prior learning/assessment outcomes:		English Links (inc phonics where relevant):
WILFs (differentiated learning outcomes):		Maths Links:
Extended learning/further challenge:	Key Vocab/Symbols/Signs:	PSHCE/ICE global aims:
Assessment Methods:		
Computing and Communication (ICT/AAC/symbols/signs) aims/equipment: The following ICT will be used in this class today to promote pupil/student engagement and development of ICT core skills:		
Staffing:	Additional info:	



Medium Term Plan

Subject: Key focus: Key skills:	Term: Class:	Assessment method:	Number of sessions:	Frequency of delivery:
Key Vocabulary for the half term:	SMSC links:	Literacy links:	Numeracy links:	Cross curricula links: Key skill:
Resources	Global learning aim(s)			
WALT:	Per Learner / ability group			
Structured activities: half term overview (planning for progression)	•			
Detailed Structured activities: Session 1	WILFs: Key Question	Review & commentary on progress		
Session 2	WILFs: Key question			
Session 3	WILFs: Key Question			
Session 4	WILFs: Key Question			
Session 5	WILFs: Key Question			
Session 6	WILFs: Key Question			
Reflective Review to inform Planning.				

