



Thames View Infants

Monitoring of Learning & Teaching

This form is intended to be used by the Leadership Team for monitoring the quality of learning and teaching taking place across the school. The aim is to ensure that the quality of learning remains high, attainment is high, progress remains accelerated and that Quality and implementation of the School Development Plan is evident.

A choice from three letter codes will be used when making a judgement on each of the key elements:

O – Outstanding

G - Good

B – Below School’s Baseline/Notice to Improve

I - Inadequate

These grades will result in further action being required under the LBB’s Code of Conduct Policy for Teachers

Teacher :

Class :

Subject :

Monitor :

Date :

**Overall Judgement :
(Likely Ofsted Grade)**

Focus for observation :

Context - Brief description of lesson & Key objectives identified in planning:

Key Strengths Vs Key Development Areas:

Outcomes:

Attainment and Pupil Progress

Average Development Stage (Attainment) Yr Gp:	Average PPP for this class/subject (Progress) to date:		Summary: Progress is Substantial & Sustained? Y / N
	Across the Year	Actual:	
Class/Subject:	Below Expected 4		
	Good 5+		
	Accelerated 6+ (School Expected)		
	Sig Accelerated 8+		

Overall, Children are working:

National Averages	LA Averages
Above	Above
In Line	In Line
Below	Below

Children with SEN are working:

National Averages	LA Averages
Above	Above
In Line	In Line
Below	Below

Children with EAL are working:

National Averages	LA Averages
Above	Above
In Line	In Line
Below	Below



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Progress Since Last Observation (refer to teacher's previous targets):

Summary/Feedback (including targets and next steps):



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Knows the Subject Well:

- knows the underlying concepts, conventions and frameworks associated with the subject;
- lesson plans reflect accurately the substance and spirit of the scheme of work, embracing the school's signature pedagogy;
- lesson plans demand work at appropriate levels to enable targets to be reached;
- clear objectives for learning for each lesson and over time;
- objectives are explained at the beginning and reinforced at the end and over time.

Attainment and Progress/Expectations/Outcomes:

- outcomes linked to expectations for that year group;
- children collaborating and/or working independently (where appropriately) at an appropriate noise level;
- has a clear view of what most pupils are expected to be able to do independently and by when;
- emphasises accuracy, precision and the correct vocabulary at all times;
- does not expect pupils to be dependent on the teacher;
- class informed of learning intention (in child speak) & key vocabulary at start of lesson;
- teacher writes clearly using school handwriting style;
- the teaching of reading is given a high profile within the lesson and outside of literacy lessons too (where appropriate).
- "Work" from Guided Sessions are annotated with Development Stages and cross-curricular literacy-based and subject-specific based (& in maths, numeracy-based) personalised targets reflecting formative assessments and focussed feedback.
- writing outcomes/standards in science and foundation/topic books compare favourably with those in writing books.

Uses time and resources well:

- maintains good sense of pace/ensures pupils are on task for most of lesson (does not let tasks drag on);
- pace of learning is NOT overly driven by a culture of 'hands up';
- wastes very little time on administrative tasks;
- the room is well laid out and resources are easily accessible; uses good resources and requires pupils to engage with them;
- Teaching Assistants are de-ployed effectively throughout the lesson.



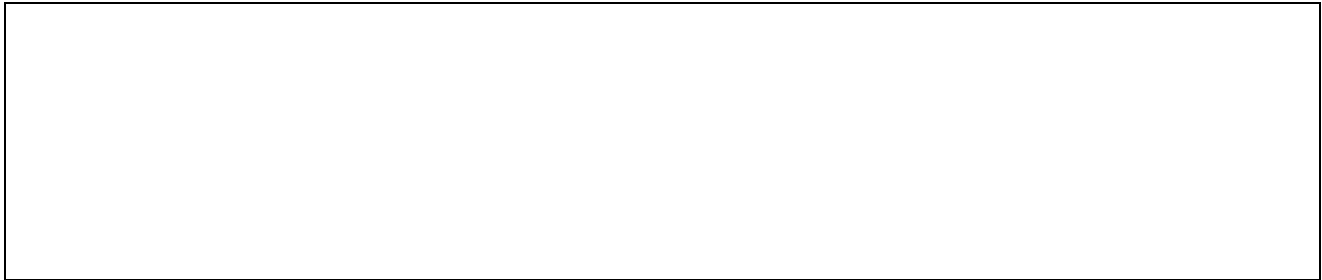
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Personalised Learning/Inclusion/Developing Mastery:



- Teachers (and Teaching Staff) are appropriately engaging and making appropriate provision for children with:
 - SEN/EAL/SEMH including “attachment” needs;
- Where appropriate, the teacher is using their knowledge of the children to modify learning to engender personalised learning opportunities; including:
 - Children working independently/collaboratively in or out of class;
 - Gifted & Talented Pupils;
 - Learning taking place across lessons, subjects and transition times (break times. Lunch times etc).
- Within KS1, more creative teaching strategies are adopted for the most able – including peer teaching.
- Within EYFS, activities are more directed for more developmentally secure pupils/those that are ready, are encouraged to be more diligent in task completion.
- The teacher is engendering a learning culture which challenges traditional dispositions to learning.
- There’s a culture in which children are encouraged to thrive as leaders and inspire others.
- Pupils who grasp concepts rapidly are challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.



Demonstration & Modelling (during Teaching & Guided Practice Segment of Lesson):

- core subjects are taught with precision;
- key vocabulary used often and explicitly throughout the lesson using an episodic manner;
- first-hand & “second-hand” experiences/resources being used as a stimulus;
- teacher-demonstrates & models the skills & concepts being taught, using technologies.
- children modelling & demonstrating key concepts to others, using technologies.
- knows best way to teach the subject (best analogies, examples, demonstrations etc to make it accessible);
- skilful use of speaking and listening skills by the teacher;
- teachers “unpacking learning” in small steps;
- selects teaching methods on the basis of fitness for purpose and uses a range of these;
- selects the right activities for pupils to carry out in order to reinforce the intended learning points;
- gives encouragement and praise to reinforce significant steps in learning;
- lays firm foundations before moving pupils to a higher task.



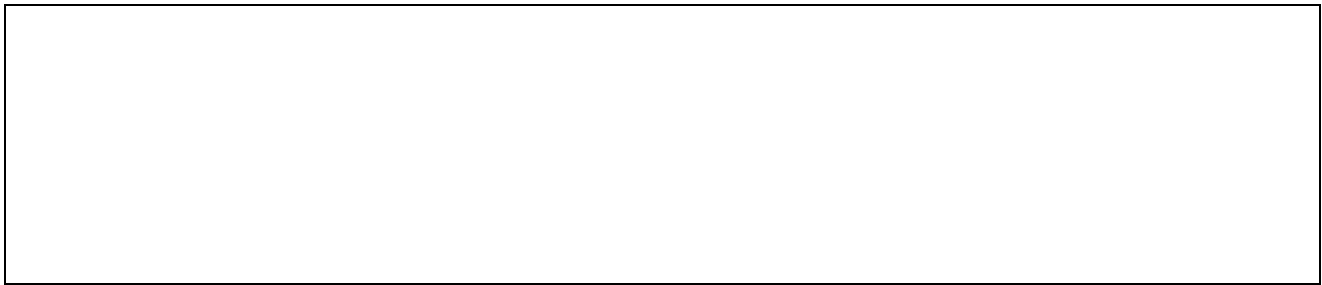


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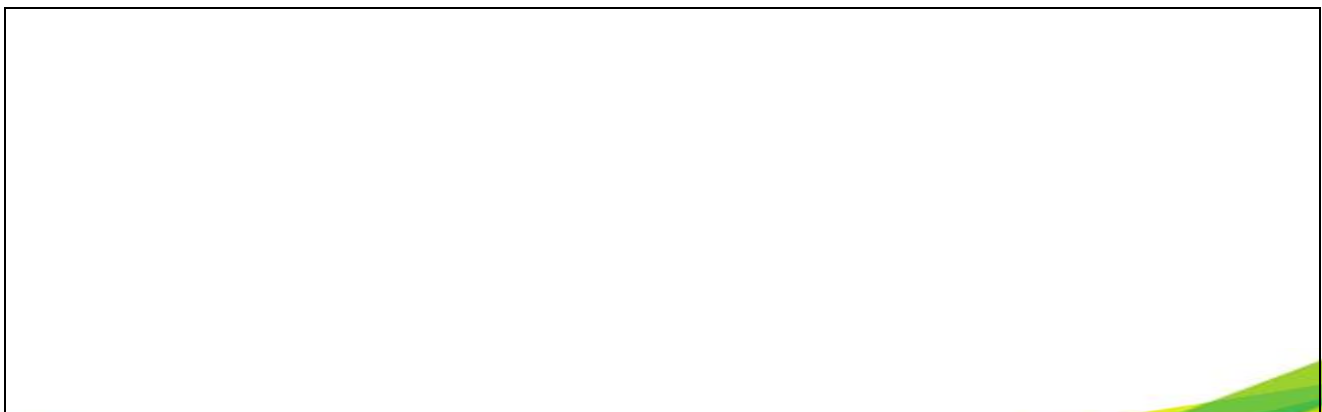
Interaction & Oracy:

- interaction between teacher and pupil, and amongst pupils themselves;
- the development of speaking and listening skills in the children is given a high priority;
- where appropriate, pupils are required to justify and extend their answers;
- questioning used to gauge understanding, with teacher changing approach if necessary;
- purposeful questioning targets groups of children and individuals with specific needs (**NOT overly relying on a 'hands up' culture**);
- teacher uses assessment information to re-focus teaching and teach pupils how to perform to target standard;
- a lively pace;
- episodes of Talk4Learning:
 - Differentiated questioning,
 - Extended dialogue,
 - 'Sustained shared thinking' with a skilled use of 'uptake',
 - Focussed Feedback,
 - Exploratory Talk,
 - Empowered Talk,
 - Talk buddies/partnered talk.



Consolidation Segment of Lesson:

- well-selected, meaningful activities, enabling children to consolidate the intended learning points as effectively as possible;
- children using ICT:
 - to consolidate learning linked directly to the learning intention for that lesson;
 - to consolidate learning linked to the learning intention for that lesson, whilst at the same time revising key skills from within the ICT Scheme of Work and associated minimum standard documents (*where appropriate*);
- differentiated activities and support correctly matched to the pupils' ability and need;
- children sure of the consolidation outcome.
- the teacher *teaching* with a focus group/target group of children (as appropriate);
- support staff actively engaged within a specific task/seating arrangements.
- children motivated, on task and interested;
- children working individually, in pairs, groups or as a whole class;
- children accessing the writing and role play areas (if an English lesson).





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HQ Marking & Feedback/Assessment for Learning:

- gives clear introductions, setting the lesson in context;
- frequently refocuses lesson to remind pupils of the main aims/purposes and to keep them on task;
- HQ marking, with targets overly-linked to sentence-level literacy work, is consistent across all writing-based showing progress/achievement overtime and successively more complex targets being agreed.
- HQ Focussed Feedback given (showing children's work on the visualiser etc) direct to pupils and groups of pupils during
 - teaching and
 - consolidation time.
- good recapitulation at the end of the lesson to fix the learning points;
- teacher completes formative assessments in a sustained manner over time, across all subjects;



Maintains Motivation and Good Behaviour:

- children have a thirst for learning
- knows how best to ensure an orderly, effective classroom;
- pupils are well managed, high standards of behaviour/concentration maintained (pupils on task);
- expectations about behaviour are explicit;
- children remain on task even when undertaking personalised learning ventures out of class.





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Leadership Implications (for you, where relevant):

- refocussed leadership priorities (short/medium/long-term implications);
- next steps/actions;
- reflection points;
- immediate implications for CPD and/or the Appraisal-cycle;
- developing yourself as a leader.

The Key Characteristics of an Effective Learning Environment:

The teaching space is deliberately planned to influence attainment:

- all pupils have clear sight and communication lines to the teacher and to each other;
- the whiteboard & screen are visible to all and screen are placed so there is little or no body masking;
- during reading lessons all pupils are able to see the text;
- the classroom is well maintained;
- all teaching space is functional for all children;
- the carpet area is used effectively;
- the environment reflects current work themes;
- if there is a distinctive area assigned to a curriculum area it has a clear purpose;
- displays and resources show evidence of a broad and balanced curriculum;
- displays of children's work are used to exemplify the range of Development Stages within the class;
- displays present children's work in the best way and are changed regularly;
- the work of all children is valued.

The room is attractive and welcoming as well as being functional and safe:

- potentially hazardous equipment is secured or removed;
- exit routes are clear;
- the room is aesthetically pleasing.

The environment promotes independent learning:

- children have easy access to the relevant equipment, books and resources;
- resources are effectively stored and displayed;
- drawers, shelves, cupboards and boxes are clearly labelled for easy retrieval and replacement;
- resources not used on a daily basis are stored in the appropriate resource centre;
- cupboards are not full of old, out of date books and materials;
- the use of resources promotes environmental and economic awareness;
- the children are given responsibility for the everyday routine maintenance of the classroom;
- all furniture in the classroom is necessary and serves a purpose;
- the classroom is not cluttered by children's personal belongings.



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Quality of teaching, learning and assessment	Outcomes for Pupils	Personal development, behaviour and welfare	The effectiveness of the Early Years provision
<p>Outstanding</p> <ul style="list-style-type: none"> ■ Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected. ■ Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced. ■ Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up. ■ Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. ■ Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively. ■ Teachers set challenging homework, in line with the school's policy and appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come. ■ Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words. ■ Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning. ■ Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities. ■ Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve. ■ Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve. ■ Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. 	<p>Outstanding</p> <ul style="list-style-type: none"> ■ Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points. ■ The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points. ■ Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults. ■ Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Pupils in Year 1 achieve highly in the national phonics check. ■ For pupils generally, and specifically for disadvantaged pupils, disabled pupils and those who have special educational needs, progress is above average across nearly all subject areas. ■ From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally. ■ The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly. ■ Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans. 	<p>Outstanding</p> <ul style="list-style-type: none"> ■ Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. ■ Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view. ■ Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life. ■ Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average. ■ Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare. ■ For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained. ■ Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. ■ Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language. ■ The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have. ■ Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation. ■ Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites. ■ Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society. 	<p>Outstanding</p> <ul style="list-style-type: none"> ■ The pursuit of excellence by leaders and managers is shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all children over a sustained period. ■ Incisive evaluation of the impact of staff's practice leads to rigorous performance management and supervision. Highly focused professional development improves the quality of teaching. ■ Safeguarding is effective. ■ There are no breaches of statutory welfare requirements. ■ Children's health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust policies and procedures. ■ Leaders use highly successful strategies to engage parents and carers, including those from different groups, in their children's learning in school and at home. ■ A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences. ■ Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children's needs. ■ Assessment is accurate and based on high quality observations. It includes all those involved in the child's learning and development. Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities. ■ Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration. They are highly responsive to adults and each other. They do not distract others or become distracted easily themselves. ■ Children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others. ■ Children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result, almost all children, including disabled children, those who have special educational needs, disadvantaged children and the most able, are making substantial and sustained progress. ■ Gaps between the attainment of groups of children and all children nationally, including disadvantaged children, have closed or are closing rapidly. Any gaps between areas of learning are closing.



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Quality of teaching, learning and assessment	Outcomes for Pupils	Personal development, behaviour and welfare	The effectiveness of the Early Years provision
<p>Good</p> <ul style="list-style-type: none"> ■ Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils. ■ In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning. ■ Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths. ■ Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve. ■ Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come. ■ Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words. ■ Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress. Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities. ■ Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills. ■ The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve. ■ Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning. 	<p>Good</p> <ul style="list-style-type: none"> ■ Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points. ■ In a wide range of subjects, the progress of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll is close to or is improving towards that of other pupils with the same starting points. ■ Pupils read widely and often, with fluency and comprehension appropriate to their age. A very large majority of pupils in Year 1 achieve the expected standard in the national phonics check. ■ Pupils' progress is above average or improving across most subject areas. Overall progress of disadvantaged pupils, disabled pupils and those with special educational needs is above average or improving. ■ From different starting points, the proportions of pupils making and exceeding expected progress in English and in mathematics are close to or above national figures. The progress of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally. ■ Where attainment overall is low, it shows consistent improvement. ■ Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These pupils do so at a level suitable to meet appropriate career plans. 	<p>Good</p> <ul style="list-style-type: none"> ■ Pupils are confident and self-assured. They take pride in their work, their school and their appearance. ■ Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make. ■ Pupils show respect for others' ideas and views. ■ In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training. ■ Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn. ■ Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement. ■ Pupils conduct themselves well throughout the day, including at lunchtimes. ■ The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare. ■ Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs. ■ Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare. ■ Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping. ■ Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying. ■ The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology. ■ Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens. 	<p>Good</p> <ul style="list-style-type: none"> ■ Leaders and managers have an accurate picture of the strengths and weaknesses of the provision as a result of effective self-evaluation. The impact of concerted and effective action to improve provision, including the training and development of staff, can be seen in children's achievement. ■ Leaders ensure that children's needs are identified and give children the support they need, including through effective partnerships with external agencies and other providers. ■ Safeguarding is effective. ■ There are no breaches of statutory welfare requirements. ■ Child protection policies and procedures are implemented consistently; practice is reviewed regularly and clearly evaluated. ■ The curriculum provides a broad range of interesting and demanding experiences that meet children's needs and help them make progress towards the early learning goals. ■ The quality of teaching is good. ■ All adults have high expectations of children based on accurate assessment of children's skills, knowledge and understanding when they join the school. Practitioners use regular and precise assessments of children's learning and development to plan activities that are suitably challenging for all children. ■ Parents and carers contribute to initial assessments of children's starting points and are kept well informed about their children's progress. Parents are encouraged to support their children's learning and development at home. ■ Children are motivated and interested in a broad range of activities and are keen learners. They listen carefully to adults and each other. ■ Children's behaviour is good and shows that they feel safe. They gain an understanding of risk through activities that encourage them to explore their environment. Children are learning to respect and celebrate each other's differences and to build their understanding of diversity beyond their immediate experience through a range of activities that teach them effectively about people in the wider world. ■ Children make at least typical progress and most children make progress that is better than this from their starting points. This includes disabled children, those who have special educational needs, disadvantaged children and the most able. Children develop the key skills needed to make a positive start to the next stage of their education. ■ Where children's starting points are below those of other children of their age, assessment shows they are catching up quickly. Any gaps between the attainment of groups, including those for whom the school receives additional funding and all children nationally, are closing.

Notes: