

Quality of Teaching Quality of Learning (QoTQoL)

Implementation of the SPT PARRCS Policy

‘The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils’ – EEF

Intent:

We will ensure that every teacher is supported in delivering high-quality teaching and that this is essential to achieving the best outcomes for all pupils.

It is important that we will take into account and consider how children learn, how they can be engaged in their learning, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that understand the individual child, ensure long-term retention of knowledge and fluency in key skills are fundamental to learning and effective teaching.

We will ensure that approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils. Teachers will need to be mindful of the differing needs within their classes – having the highest expectations for all learners means it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported.

We have developed a robust process that looks to support, coach and develop every teacher, one that has moved away from formal observation, judgement and feedback to a coaching and mentoring model where they are at the heart of their own development and teaching journey. Through this process we have a ‘full’ picture of pupil progress and do not limit this to data but include this as part of the picture and the development of the whole child, improving outcomes for all learners.

Implementation:

We have three Personalised Learning Pathways, identified as Discovery our formal learning pathway, Engagement our pre formal learning pathway and Access to learning our semi-formal pathway within Curnow upper and lower school. Fundamental to any personalised learning pathway is the schools response to outcomes identified via Education, Health and Care Plans (EHCP) which are fully implemented in any one of the pathways being pursued.

Engagement Pathway:

Pupils: Pupils within this pathway will have profound and complex needs (PMLD). This will be a significant learning need combined with a physical and/or medical condition. Pupils will require significant adult support to meet all of their needs and experience a multi-sensory curriculum focused on engagement.

Provision: The curriculum offered will be of a sensory and therapeutic nature, with a focus on developing supported independence, communicating feelings, needs and choices. This will follow the engagement model and the primary learning will centre around the individual pupils' EHCP outcomes and personal learning goals. The National curriculum is used as a vehicle for learning to ensure equality of opportunity in subjects studied and accessed. Pupils receive a broad, balanced and engaging offer.

The provision for these pupils will take place in a stimulating multi-sensory environment with the support of skilled staff who are empathetic and attuned to understanding the individual pupil's communications and needs. There is an enhanced focus on health and wellbeing including physical, medical, social and emotional support. The pupils will require significant therapeutic support throughout the school day.

Aspirational Aim: The aspiration is that our pupils are supported to develop effective communication and engagement strategies. To develop healthy relationships with people that are important to them and express their feelings, make choices, socialise with others, and to be valued active members of their community.

Access Pathway

Pupils: In addition to their primary needs, pupils within this pathway may have complex communication, sensory, social and emotional needs. These factors may cause barriers to their engagement and access to the academic offer.

Provision: The curriculum offered will include a combination of therapeutic and academic learning through accessible timetabling. Working with high expectations, we will support pupils to engage with the full curriculum but also recognise that at times pupils will need varying amounts of additional therapeutic support to access learning. Pupils will be supported by staff who are responsive to their needs and circumstances to ensure they offer an appropriately balanced and flexible approach to learning.

Pupils will access the National Curriculum with an emphasis on core subjects and the learning outcomes on their EHCPs. Progress is measured holistically through a combination of academic and therapeutic achievements. This includes engagement, readiness for learning, communication and social skills.

The provision for these pupils may take place in a variety of learning environments. These are appropriately stimulating, structured and well-organised to meet the needs of pupils.

Aspirational Aim: Our aspirational aim is that over time we support our pupils to decrease barriers, increasing their access to positive learning experiences. Our pupils will meaningfully access the opportunities available to them with the functional communication, core academic and wellbeing skills that they need, enabling them to become as independent as possible and to be valued active members of their community.

Discovery Pathway

Pupils: Pupils within this pathway will have a range of special education needs (ranging from moderate through to complex) coupled with additional needs (including communication, social, sensory). These pupils are able to follow a structured subject specific curriculum offer, with adaptations.

Provision: The curriculum offered will emphasise academic learning alongside therapeutic interventions and accessible adjustments. Pupils will be supported by staff with secure curriculum subject knowledge who are skilled at ensuring learning is accessible, adopting a scaffolded approach where needed.

Pupils will access both core and foundation subjects from the National Curriculum alongside the learning outcomes on their EHCPs. Curriculum offers are tailored to be specialist, high quality and relevant to the context of pupils' lives, generalising key skills in

preparation for adulthood. Progress is measured against National Curriculum levels, though the majority of pupils will be working below age related expectations.

The environments are stimulating, structured and well-organised to meet the needs of pupils. Lessons are delivered via a formal timetable with an emphasis on highly engaging, practical and contextual experiences.

Aspirational Aim: Our aspirational aim is for pupils to study a wide curriculum, to equip them with key skills for life as well as nurture their talents and interests, enabling them to apply these to contexts beyond school.

Our pupils will have developed the functional communication, core academic and wellbeing skills that they need, enabling them to become as independent as possible and to be valued active members of their community and potentially the world of work.

Coaching and mentoring cycle over a term



As a minimum, all feedback from lesson visits and discussion within the cycle should be communicated face to face with the fundamental principle that it is the teacher's meeting, for them, about their teaching and their students. They own it; they drive it – and, ideally, they record it. A member of the SLT or subject co-ordinator will support and facilitate the meeting to ensure that the teacher identifies the area/s which they think will most improve their practice and how they can improve in this area, creating manageable, bite-sized steps for improvement.

The cycle each term will involve the following elements:

- An initial review of the previous terms data for EHCP targets, Maths, English and behaviour to identify any trends, identify gaps in learning/possibilities for further stretch and challenge and put a clear action plan in place
- Performance management meeting to set whole school, class and individual targets for teachers
- Planning analysis meeting to identify that planning and timetables reflect the curriculum and pathway for the class/key stage, a clear sequence of learning has been identified that builds on prior learning/understanding and next steps
- Lesson visits/learning walks to develop a conversation around current practice, identifying good practice (which may be beneficial to peers/wider Trust colleagues), reflecting on how teaching and learning can be improved and changes that could be made to improve outcomes for learners
- Assessment meeting to share pupil progress information through assessment and evidence scrutiny
- End of term performance management meeting to inform next steps

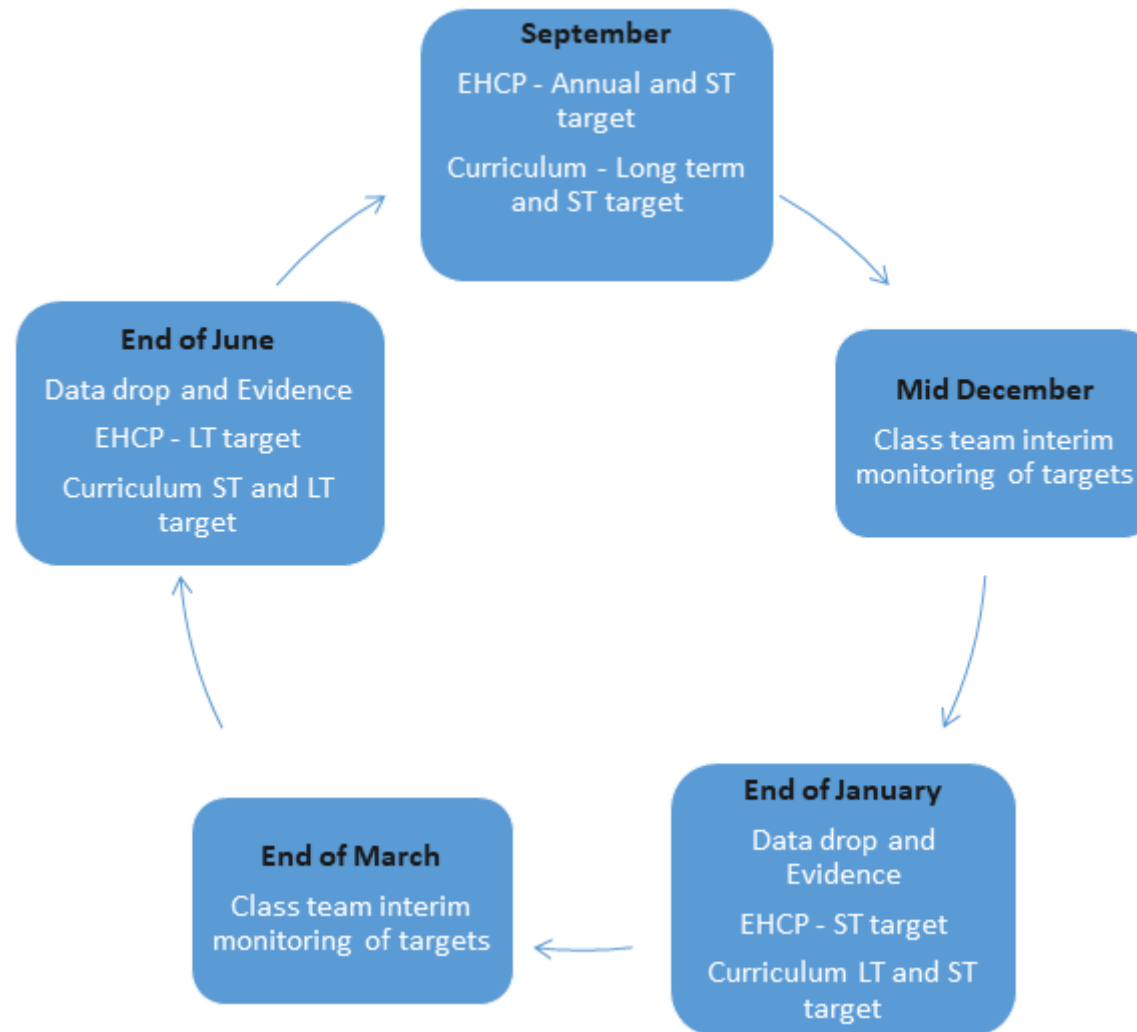
This cycle will ensure that professional development is ongoing and continuous, that it supports individual teachers through informed small steps and ultimately improves outcomes for all learners. At the end of each term we are able to identify the quality of teaching and learning for every teacher and this will inform and shape their own development.

We have the following templates in place to document and record the meeting and discussion that are in place over each term

Pathways - Assessment and Evidence

EYFS	Engagement	Exploration	Discovery	Post 16
EYFS EHCP – 4 targets (informed by aspirational aims/pledge) Prime areas	EHCP - 8 targets (informed by aspirational aims/pledge)	EHCP – 4 targets (informed by AET framework/aspirational aims/pledge)	EHCP – 4 targets (informed by aspirational aims/pledge)	EHCP – 4 targets (informed by aspirational aims/pledge)
Prime areas Communication and Interaction PSED Physical development	Engagement profile (Annual)	Maths and English	Maths and English	P2 - Preparing for adulthood outcomes
		AET profile (Annual)	Curriculum tracker PSHE – floor book (half termly topic 1 page)	P1 – Engagement profile
Aspirational Aims Curnow Pledge – My views	Aspirational Aims Curnow Pledge – My views	Aspirational Aims Curnow Pledge – My views	Aspirational Aims Curnow Pledge – My views	Aspirational Aims Curnow Pledge – My CV

We have developed an assessment system that clearly evidences pupil progress over time, that allows pupils knowledge, understanding and skills to be embedded before pupils move on. We focus on quality over quantity to ensure that teachers do not spend too much time on unnecessary assessment.



We currently use a mixture of paper based assessment and Evidence for Learning (EfL) to record pupils progress across the curriculum. The table above summarises the assessment and evidence required for the different pathways/key stages within the school.

For all pupils we have individual EHCP Personal Learning Goals (PLGs) within EfL to assess progress against termly and annual targets. There is a termly/annual data drop for all pupils. Linked to these assessments are evidence sheets which provide a learning journey for all pupils.

Curnow School

AdminProfileHelp

EvidenceDocumentsTagsFrameworksActivitiesInsightsAssessment Books

Assessment Book > Assessment Books > Aime Exell EHCP Outcomes (Learner: Aime Exell)

Assessment Book (Educator: Rob Armstrong), 17-Jan-2024

Assessment Bulk EntryBaseline EntryExpected OutcomesCurrentShow AspectsMake PDF

AE

	Indicators	Evidence	Baseline	Expected	History	New (Today)
Communication and interaction	1	7				
EHCP: By the end of Post 16 education, Aime will continue to develop her verbal understanding and expressive language and communication skills with the use of Augmentative and Alternative Communication. (AAC).		1				
Target 2023-24: by the end of the year Aime will look and make a choice using her AAC mat		1	Eme		Eme	
Autumn 2023: Aime will be fully supported to use a three-step format 'I Want X' to request her snack using her AAC snack communication mat		1	Eme		Est	
Cognition and learning	1	15				
EHCP: By the end of Post 16 education, Aime will have experienced a range of different job skills whilst following the Post 16 curriculum to enable her to make choices about her likes and dislikes for her future options.		2				
Target 2023-24: by the end of the year Aime will have participated in a range of sensory based WRL to experience the skills needed to engage with different jobs		2	Eme		Eme	
Autumn 2023: Aime will mimic actions during WRL learning sessions modelled to her by adults through hand-on-hand support		1	Eme		Est	
Autumn 2023: Aime will indicate her likes and dislikes – initially through reluctance to participate/ hold/ feel WRL resources		1	Eme		Est	

For the Core subjects of Maths and English we have individual PLGs set up within EfL for all R2L pupils. These have long term targets and short term targets which are assessed throughout the term and data produced at the end of each term through a data drop.

Web Console
Access the Admin Console/Area

Curnow School
Admin Profile Help

Evidence Documents Tags Frameworks Activities Insights Assessment Books

Assessment Book > Assessment Books > Dylan Webb Curriculum (Learner: Dylan Webb)

Assessment Book (Educator: Rob Armstrong), 17-Jan-2024
Assessment Bulk Entry Baseline Entry Expected Outcomes All Framework It... Show Aspects Make PDF

DW

	Indicators	Evidence	Baseline	Expected	History	New (Today)
Maths		5				
Number		1				
LT target: I can begin to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles			Eme		Est	
ST target: I can select another of the same object when asked.			Eme		Est	
LT target: I can engage in simple counting activities up to 3		1	Eme		Est	
ST target: I can show interest in numbers and counting activities.		1	Eme		Est	
ST target: I can pick up objects from a group when asked, for example, 'please give me some' or 'give me some more'.			Eme		Est	
Measure and Geometry		3				
LT target: Handles a range of 3D shapes						
ST target: I can make a simple repeating pattern using two 3D shapes						
LT target: Explores and manipulates a range of 3D shapes for different purposes			Eme		Est	

For the subjects of PHSE/RSE and PD we have termly progress trackers that will link to the long term planning for the class/pathway and progress will be tracked over a term against individual pupil targets.

PSHE Progress Tracker											
Autumn Term 2023											
Name: PSHE Area: Step:	Date										
Lists safe people to be with											
Explains who is a stranger											
Describes simple rules when dealing with a stranger											
Describes and recognises behaviours which are appropriate or inappropriate											
Notes/comments:											

Emerging	Developing	Established	Generalised
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PD Progress Tracker										
Autumn Term 2023										
	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
Name:										
PE Area:										
Step:										
Yoga:										
Dance:										
Swimming/Water Skills:										
MOVE:										
Notes/comments:										

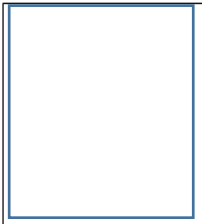
Emerging	Developing	Established	Generalized
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For the non-core subjects we have subject progression documents with 6 levels of skill development which are tracked each term for all R2L pupils

		SCIENCE – Biology - Learning sequence / end points						
		Animals including humans, Plants, Living things and their habitats, Evolution and Inheritance						
Intent: All students will learn skills that enhance their scientific knowledge and conceptual understanding by working scientifically through the 3 core areas; Biology, Chemistry and Physics. Science provides all students with the opportunity to explore, investigate, problem solve, communicate and think critically whilst preparing them to develop the functional scientific skills required to lead a life after school that is as independent as possible.								
Level →		1	2	3	4	5	6	
Science - Biology	EYFS – Understanding the world	Points to key features of body/face when asked. Names common animals and starts to name some key features of animals e.g. tail Communicates what they can see/hear in the environment Starts to identify a key feature of a plant/animal. Starts to look at plants/animals (fleetingly)	Able to name main parts of the human body. Starts to identify difference between people Demonstrates how their body can move in different ways. Compares and observes the different parts of a plant. Starts to identify that animals live in different habitats. Starts to sequence events over time	Names and labels the main parts of the human body. Identifies that humans have babies. Names a range of different animals. Compares/contrasts plants being able to sort and describe using key words. Identifies that some plants are vegetables. Describes animals and the habits they live in. Comment on how they have changed over time	Names and locates less familiar body parts including those related to the senses. Describes how different parts of the body move. Uses correct vocabulary for parts of an animal/plant when describing. Identify and name a variety of plants/animals and their habitat. Identifies similar/different features between people.	Describes the importance of hygiene, balanced diet and exercise. Describes stages in the human lifecycle. Identifies, names and classifies most common living things correctly. Explains the role of different parts of a plant and can say what a plant needs to grow. Sorts common plants and animals into different habitats and can order a simple food chain. Suggest why animals have certain attributes	Names and labels parts of the human skeleton, simply describing its purpose. Starts to explore benefits of food groups Describes the importance of hygiene, exercise and diet for humans. Describes the lifecycle of a plant and its basic needs for survival. Explain how plants and animals need each other to survive Identifies how the environment can be damaged. Identifies dead, alive or never lived.	
	Progression of learning through school							
	EYFS	Pupils will have opportunities to explore, look and observe a range of materials and objects within different contexts and environments both in and outdoors.						
	KS 1 and 2	Pupils will start to learn more formally through simple experiments and activities to develop pupil's scientific skills and explore animals (incl. humans) and plants and their habitats through practical activities, books, IT and outdoor activities.						
	KS 3	Pupils will continue to develop their scientific skills; using a wider range of equipment and starting to record their results/observations in a wider range of settings and environments. Pupils will start to use and apply their understanding in different parts of the curriculum						
	KS 4 and Post 16	Pupils will be using and applying skills within WRL and independent living skills modules, using equipment and materials for specific tasks related to the world of work and life skills. They will use knowledge and skills in Biology to apply to lifestyle choices.						

[illegible]

For L2L pupils in addition to their EHCP targets, assessment and evidence they all have an Engagement Profile using the 5 areas from the engagement model. This is updated twice a year through observational assessment to ensure pupils' engagement in all areas is developing and progress is being made.

 Currow School	Communication and Engagement This profile explains <i>how</i> I learn and <i>how</i> you can support me
	Support me to engage by - encouraging me to listen and use short simple key word instructions. Allow me time to process information. Encourage me to use my chair and provide with me with sensory input that enables me to feel relaxed in class. The use of lights and music alongside calming activities will enable me to participate in all aspects of the curriculum and exploring concrete resources with cause and effect elements intrigues my curiosity.
How I communicate: I use facial expression, sounds and body movement to let people know if I am enjoying an activity or not or if I am happy or sad. I will smile and make happy sounds when I am really enjoying an activity or I am very happy, my stemmer will increase and my arms will move. I vocalise loudly and frequently to myself. When in a social interaction I am learning to stop and listen to a communication partner; sometimes I need a prompt to remind me to listen before responding. If I am unhappy, I will vocalise using a repetitive sound, cry and show an unhappy facial expression. Often I will need repositioning, personal care or some 1:1 time with a sensory activity or access to the movement room.	
Exploration: Paige is able to explore objects and her surroundings by listening and looking, she looks best if an object is placed in front of her and on the table. Paige will engage for short periods of time especially with cause and effect resources. Paige will pick up items when motivated and is starting to twist and turn buttons/switches. Realisation: Paige will react to sounds she likes e.g. smile and vocalise to puppets and songs she recognises. Paige will move her fingers/hands; briefly, in a substance, showing her like/dislike through her actions and facial expressions. Paige shows clear responses to smells she likes/dislikes and she will vocalise this and push them away. Paige will show when she is unhappy through her vocalisations and actions and staff re aware of this. Anticipation: Paige will anticipate certain actions e.g. the use of a puppet and when it will 'bite' her hand. Paige does not anticipate or recognise hazards or dangers. Persistence: Paige will direct her attention towards an adult or peer when they are directly in front of her and making eye contact. Paige will persistently look to others and will approach them and hold out her hands in acceptance and look for their touch and sensory output. Initiation: Paige will initiate an interaction with her peers when she needs a sensory output. Paige will move towards them and seek to hold their hands or touch their faces (vice-versa). Paige will vocalise in a heightened pitch when she wants your attention and will pull you towards a motivating activity.	
April 2023	

Reporting and Monitoring Cycle 2024-25

We have a monitoring cycle in place that is designed to support and develop teachers understanding, skills and professional development to be effective and outstanding classroom practitioners. This process does not focus on a lesson observation but is a termly cycle that focuses on 5 areas and is brought together through the performance management process.

	Autumn 2024	Spring 2025	Summer 2025
Pupil Progress/Data Meeting	End of Autumn term data Insights Identifying gaps and interventions	End of Spring term data Insights Identifying gaps and interventions	End of year data EHCP Maths/English
Planning monitoring	Timetable audit Physical Development	Timetable audit Non-Core planning	Maths and English
Lesson Visit	Physical Development	Understanding the World	Maths/English
Learning walk	Wellbeing and behaviour	Careers	Pupil Voice
Assessment and evidence	EHCP All Learning pathways	Maths Number L2L – Cognition and Learning	English – Writing L2L communication and Interaction

Pupil Progress and data meeting template

EHCP and Curriculum Targets – Pupil Progress Meeting

Small step progress towards short term and longer term targets within EHCP and Core Curriculum areas

Emerging

No Progress - Questions?

- Has the pupil been absent from school (check attendance). If so can we set more learning targets
- Are the targets too challenging for the pupil?
- Is there any other reason why no progress has been made e.g. target missed during assessment

Developing

One Point of Progress - Questions?

- Has the pupil been absent from school for periods of time (check attendance)
- Are the targets too challenging and could these be adapted (further scaffolding/resources)
- Does the target need adapting to meet the current needs of the pupil (change in need)

Established

Two Points of Progress - Questions?

- What opportunities would it take to move to generalised
- Can this target be extended and generalised next term

Generalised

Three Points of Progress - Questions?

- Were the targets set challenging enough
- How do we know that they have been generalised (long term memory)

Progress Data

Class:
Term:

	Actions	Patterns/Trends
EHCP		
Curriculum		

Performance Management Template



Appraisal Review Statement 2025 – 2026

This document will be used in conjunction with the Teachers pay and conditions policy which has been ratified by the Trustees of our Special Partnership

Appraisee:	Appraiser:		
Date of Review: 2025 - 2027	Autumn (Initial)	Spring (Review)	Summer (Final)
Area of additional responsibility within the school: Communication lead	Current pay scale:		

Learning walk 1 AUT 25 Focus – Communication/Pupil voice	Learning walk 2 SPR 26 Focus – Play/leisure and pupil choice	Learning walk 3 SUM 26 Focus – Outside learning and inclusion	Health & Safety Learning walk (SM/RA) Autumn 2025	Health & Safety Learning walk (SM/RA) Spring 2026	Health & Safety Learning walk (SM/RA) Summer 2026
Any actions:	Any actions:	Any actions:	Any actions:	Any actions:	Any actions:

Quality of Education			
Planning	Evidence	Data	Curnow Pledge
Any actions:	Any actions:	Any actions:	Any actions:

Performance in relation to agreed targets and impact:

Target 1 – Whole School – To develop pupils' independence and interdependence by identifying a meaningful skill, their current starting point and an appropriate next step. Teachers will plan and review the support or adaptations needed, promoting greater independence and generalisation where appropriate.

IMPACT

Target 2 – Whole School – To ensure that every pupil has an accurate and up to date vulnerability audit. Barriers to inclusion are identified and personalised for all pupils with clear strategies and priorities in place. These areas are tracked and monitored and progress identified with clear next steps.

IMPACT

Target 3 – Individual from teaching and Learning framework or area of innovation

IMPACT:

Coaching feedback

Autumn 1	Celebrate/share: Coaching Focus/next step:
Autumn 2	Celebrate/share: Coaching Focus/next step:
Spring 1	Celebrate/share: Coaching Focus/next step:
Spring 2	Celebrate/share: Coaching Focus/next step:
Summer 1	Celebrate/share: Coaching Focus/next step:
Summer 2	Celebrate/share: Coaching Focus/next step:

TA Performance Management Evaluation:

Interim Review:

Autumn:
Spring:
Summer:

Well-being

Curnow recognises that teachers and line managers may wish to discuss any aspect of teachers' role/ responsibilities to ensure staff well-being remains paramount. There may be some aspects of the role which the appraisee may consider impacts upon their well-being – e.g. – time management, potential training/CPD need, assurance of good practice/ potential development points etc. Through such discussion the line manager and appraisee can identify/agree appropriate actions/development points/suitable support.

Through our meeting today we have identified the following:

Appraisee's comments:

Appraiser's comments:

Consideration of relevant pay progression eligibility and criteria (Curnow School pay committee):

Curnow School will follow the recommendations on pay/progression which have been outlined in the Special Partnership [Trusts pay](#) and conditions policy document; this policy has been ratified by the Trustees

Signed (Appraiser):	Signed (Appraisee):
Date:	

Planning meeting template

Planning Monitoring

Term:

General Comments (School):

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Class	Pathway	Timetable	Curriculum areas	Subjects Comments/Actions
Mylor	R2L/L2L		Core	
			Creative and Understanding the World	

Timetables

- Timetable should match with your curriculum and needs of pupils as closely as possible – short focused sessions, focus on Core especially Maths and English
- Use the subject names and/or curriculum areas e.g. Core, Creative, Understanding the world
- Look at being more specific around what you are putting on the timetable e.g. PHSE/leisure used a lot – over a 1/3 of the timetable (There's 6 hours 20 minutes in a school day) but is it really communication, physical development etc.
- Focus should be on the Core – Maths and English followed by PHSE and PD.
- Make the timetable child friendly if they are able to use/understand a timetable

Planning

- Think about sequence from one lesson to the next, how does it link, it could repeat how it moves on, what makes for a clear sequence – small steps, linked. L2L sequence will be different from R2L sequence.
- Topic – Look at non- core subjects and linking in appropriate subjects – Ensure that all areas of DT, science etc are covered over the year.
- Sometimes a subject will not fit into a topic this is fine and can be delivered as a standalone subject. – Relevance to the pupils, breadth are the most important

Lesson Visits template

Lesson Visit

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

Reflective conversation

	Celebrate – what pleased us most?	
	Reflections - including any actions/identified CPD	

Assessment/evidence template



Curnow School work scrutiny record

Date:			Observer:		
Class/key stage:			Teacher:		
Maths checked	Yes	No	Writing checked	Yes	No
				R	A
<i>Presentation/content: WILF clearly recorded, Work dated and staff initialled, Support codes used e.g. NH/VH/GH/PH, Pupil friendly feedback in use, Next steps clearly identified</i>					
<i>Work is tidy and well presented</i>					
<i>Clear differentiation of work/targets seen across group</i>					
Building on previous learning					
Depth and breadth of coverage					
Pupils progress					
Practice					
<i>If 'No' to any statements identify actions:</i>					
Feedback to teacher?				Yes	No

R - not evident (needs addressing)

A - partially evident (some good practice but needs to be more consistent)

G - Clearly evident (good and consistent practice no action required)

Building on previous learning	Depth and breadth of coverage	Pupils' progress	Practice
Pupils' knowledge is consistently, coherently and logically sequenced so that it can develop incrementally over time. There is a progression from the simpler and/or more concrete concepts to the more complex and/or abstract ones. Pupils' work shows that they have developed their knowledge and skills over time.	The content of the tasks and pupils' work show that pupils learn a suitably broad range of topics within a subject. Tasks also allow pupils to deepen their knowledge of the subject by requiring thought on their part, understanding of subject-specific concepts and making connections to prior knowledge.	Pupils make strong progress from their starting points. They acquire knowledge and understanding appropriate to their starting points	Pupils are regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding in a discipline. They can recall information effectively, which shows that learning is durable. Any misconceptions are addressed and there is evidence to show that pupils have overcome these in future work

Each indicator has a RAG rating

R - not evident (needs addressing)

A - partially evident (some good practice but needs to be more consistent)

G - Clearly evident (good and consistent practice no action required)

Summary of QoTQoL

Quality of Teaching Overview

Highlighted level indicates best fit according to evidence gathered

Teacher:		Term:		
Pupils' progress and learning				
Evidenced via: • Data/Progress meeting • Planning • Workbooks • Evidence	Teachers are determined that pupils/students achieve well and they enjoy their learning. They ensure pupils have coherently planned opportunities to embed and use their knowledge fluently. They consistently check & develop pupil's understanding and skills with well-planned opportunities for pupils to rehearse/use/extend their skills in an appropriate way. Almost all pupils and groups of pupils make sustained progress and learn 'exceptionally well', that leads to outstanding achievement; pupil outcomes as a result have improved.	Teachers address the development of deepening pupil's/students' knowledge, understanding and skills. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them improve their learning. The large majority of pupils and groups of pupils make the expected progress in lessons; pupil outcomes are improving.	Teaching, Learning and Assessment are not yet good. <u>Some</u> pupils/students' progress is evident; the learning needs of the group/individuals not adequately addressed which impacts on progress. Learning addressed does not sufficiently demonstrate security in planning next steps and as a result, pupil outcomes have not improved.	Pupils OR particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently. Progress is inadequate.
Planning				
Evidenced via: • Planning • Workbooks • Evidence	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 differentiation/ 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.	Teachers use effective planning to help pupils/students learn well. Teachers use their secure subject knowledge to plan learning that sustains interest and provides opportunities for pupils to develop both their understanding and skill base in the subject they are studying. Tasks are challenging; match most pupils' needs; enthuse and motivate. Effective strategies are planned and used in accordance to planning produced within the lesson observed.	Planning has been produced. Individual needs are 'usually' met; but the planning is not sufficiently demonstrating that learning is part of a well-planned sequence. Further development is required in ensuring planning demonstrates challenge within learning opportunities presented which builds upon prior learning observed/ assessed.	Teaching is poorly planned. Learning activities/ tasks/ resources are not sufficiently well matched to pupils' / student's needs and do not engage them. Planning does not demonstrate security of subject knowledge which ensures pupil knowledge/ understanding/skills are developed in an informed way.
Teaching				
Evidenced via: • Lesson visits • Learning walks	The teacher has demonstrated deep knowledge/ understanding of the subject they are teaching ensuring their teaching is coherently sequenced; they use questioning effectively and encourage pupils to participate, recognising all efforts which <u>does not</u> impact on pace. The large majority of teaching is outstanding a very small part is good. Teachers use TA's effectively; the team are very knowledgeable, highly enthusiastic and effective (well-judged teaching strategies) in deepening pupils' skills, knowledge & understanding. Resources/teaching strategies used are well-matched to the needs of the pupils/students; no child is disadvantaged in the lesson observed.	Time in lessons is used productively, teachers have good expectations of all pupils. The large majority of teaching is good. <u>Some</u> is outstanding. Teachers' knowledge 'enables learning to be developed; aspects of teaching require further focus in ensuring learning (pupils embedding and using their knowledge fluently) is fully developed by all members of the teaching team.	Aspects of teaching is slow and at times, lacks pace; individuals/ groups observed as insufficiently engaged in aspects of the lesson observed, the contribution to effective teaching/learning/assessment needs further focus. Teaching is not demonstrating it is part of a well-planned sequence which is coherently structured; lesson time is not well used.	Teaching does not effectively develop pupils/students' knowledge, understanding and skills in the subject/area being addressed. Expectations are inappropriate. Teaching fails to promote learning or helps pupils embed and use knowledge fluently.

Literacy and mathematical knowledge, SMSC				
Evidenced via: - Planning - Lesson visits - Learning walks	Teachers take every opportunity to embed well planned differentiated reading, writing and communication outcomes and where appropriate mathematics; outcomes identified are part of a well-planned sequence and actively builds upon prior learning. Phonics teaching is evident <u>and</u> effective. Pupils develop and apply a wide range of core skills to enable them to embed their knowledge fluently. SMSC is very much evident in this lesson; pupils/students love the challenge of learning, which is celebrated and shared.	Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well in the lesson. Phonics teaching is evident. Literacy and mathematical knowledge is taught throughout which evidences a planned/ informed focus upon the development of core/ key skills and concepts which further secures pupil understanding. As a result, pupils continue to develop and apply a wide range of literacy/ mathematical skills well. SMSC promoted and pupil/student work is acknowledged.	Teachers fail to fully promote the development of pupils reading, writing and where appropriate mathematics; phonics delivery is insufficiently addressed. Pupil/students' participation/ achievements not sufficiently celebrated/ shared which reinforces learning/ or prepares pupils well for their next stage/steps. SMSC requires further development to ensure all learning is acknowledged celebrated and shared.	Pupils are not encouraged to communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge and are unable to access the curriculum in line with their peers. Insufficient promotion of SMSC within the lesson observed.
Assessment				
Evidenced via: - Data/Progress meeting - Lesson visits - Workbooks - Evidence	Assessment is integral; teachers use assessment outcomes to inform pace of the session, planning, teaching and learning. Assessment of learning helps pupils embed & use knowledge and provides pupils with incisive feedback. Both WALT and personalised WILFs are evident and shared to secure pupil progress. Marking (feedback) is accurate, constructive and of high quality. Pupils understand how to improve their work by receiving regular feedback. Praise is used effectively (key vocabulary used) to reinforce learning. If/as appropriate; work books are used very effectively in the identification of next steps. Accreditation folders are of high quality and demonstrate very effective use of assessment (learning informs next steps).	Assessment of learning is used within the lesson; assessment outcomes provide pupils/students with feedback (key vocabulary used) in line with the Trusts assessment policy; pupils use this feedback well. Assessment of learning demonstrates accuracy as teachers listen, observe and question skilfully. Oral and written feedback is detailed and accurate. Pupils know how well they have done and how to improve. Work books demonstrate curriculum coverage; feedback is evident in demonstrating learning is part of a sequence. Accreditation folders demonstrate modules studied; annotation is clear and informs next steps.	Pupils/students' work is actively monitored. Learning is assessed but not always rigorously enough; feedback is evident but does not fully enable pupils/students to know/recognise how they can improve. Assessment is not consistently accurate to inform next steps in learning. Work books are used but require further focus to ensure they remain effective in informing next steps. Accreditation folders demonstrate modules studied; further focus upon quality of annotation is required.	Weak assessment practice means that teaching fails to meet pupil's needs. Inadequate progress because teaching does not use assessment outcomes effectively in developing pupil's knowledge, understanding and skills sufficiently. Little evidence of continual and sustained assessment. Marking is variable and development comments are rarely used.
Behaviour/attitudes to learning				
Evidenced via: - Lesson visits - Learning walks - Behaviour/wellbeing data	Teacher's foster curiosity; developing interested learners who thrive in lessons deepening their knowledge understanding and skills. Teachers manage pupils' behaviour effectively with clear rules that are consistently enforced. Teachers have consistently high expectations of all pupils' attitudes to learning. All pupils/students purposefully engaged in learning. Pupils consistently have high levels of respect for others and highly positive attitudes towards their time in the class. Pupils behave consistently well, if pupils struggle with this, the teacher takes fair and highly effective action to support them to succeed to maintain high levels of engagement.	Teachers have high expectations and encourage pupils to work with positive attitudes; pupils work well on their learning because teachers reinforce expectations for conduct and set clear tasks/learning outcomes that challenge pupils. Pupil's behaviour does not disrupt lessons. Pupil's attitudes to education are positive, they are committed to learning and take pride in their achievements.	Teachers need to further promote pupil's/students attitudes to learning (engagement) to enable them to apply their knowledge and understanding in ways that stretches their thinking and to practice key skills. Teachers need to further promote positive behaviour to enable pupils to effectively engage in the teaching, learning, and assessment process.	Teachers do not promote equality of opportunity and so discriminate against the success of individuals or groups of pupils; pupils not sufficiently engaged in their learning in the lesson in ways that stretches their thinking and to practice key skills. Staff are not adequately and consistently managing behaviour, resulting in poor behaviour. Some pupils are not safe/do not feel safe.

Celebrating success

We celebrate success in many different ways, from immediate feedback to pupils – this is often the most powerful for pupils in the here and now! Through to more formal celebrations at the end of the year when parents and carers are invited in to join the celebration or through the annual report to parents.



Impact: The quality of teaching and learning will continue to be maintained at a very high level, individual teaching staff will be supported and coached to improve where necessary and this will have a positive impact on pupil outcomes. Teachers feel at the centre of their own development and monitoring of teaching and learning is carried out in a more relaxed and holistic manner. We will celebrate the achievements and successes of all pupils and staff at Curnow School developing a positive culture with the highest expectations for all. This ensures we always give our best, the pupils get the best and the best possible outcomes achieved for our pupils.