

Planning Scrutiny Feedback 2022-23

Leaders Involved:

SNMAT Officers Involved:

Date:

Teacher(s):

Subject:

Year Group:

Deliberate Professional Empowerment Application

Relevant previous feedback / TIPS

Question	Not Yet Effective	Effective	Ambassadorial	Evidence/Why?
Progressive				
Is planned learning pitched and sequenced appropriately?	<ul style="list-style-type: none"> Learning objectives are unclear, not pitched according to curriculum expectations and/or are inappropriately sequenced. 	<ul style="list-style-type: none"> Learning objectives are clear on planning. They are at the correct pitch for the term/year and sequenced in a way that supports learning and represents progression over time. 	<ul style="list-style-type: none"> Planned learning is underpinned by judicious and carefully sequenced learning objectives derived from the curriculum and tailored to scaffold learning and progression over a series of lessons 	<ul style="list-style-type: none">
Is learning successfully adapted to meet the needs of all learners?	<ul style="list-style-type: none"> Planned learning is not yet successfully adapted to meet the needs of all learners Additional adults are not yet planned for effectively 	<ul style="list-style-type: none"> Learning is appropriately adapted and differentiated – annotated planning shows: <ul style="list-style-type: none"> evidence of adaptive teaching strategies designed to facilitate progress for all appropriately differentiated tasks which both challenge and support pupils focus groups based on AFL focussed adult support for specific with effective guidance for any additional adults all pupils, especially SEND, are supported to work independently at points 	<ul style="list-style-type: none"> Learning is acutely tailored to meet the needs of all pupils –all strategies under effective are used and annotated planning shows evidence of: <ul style="list-style-type: none"> adaptive teaching strategies designed to overcome specific pupils’ barriers to learning differentiated learning opportunities derived from SEND pupils’ ILPs and/or diagnostic assessment 	<ul style="list-style-type: none">
Reflective				
Does formative assessment impact positively on future learning?	<ul style="list-style-type: none"> AFL is not yet planned for and/or used effectively to shape future learning Annotations of AFL on planning are not evident and/or useful in shaping future learning 	<ul style="list-style-type: none"> AFL opportunities are appropriate: <u>annotations</u> demonstrate that these are used effectively to diagnose: <ul style="list-style-type: none"> common misconceptions/errors which need to be addressed in future lessons which pupils have not met the learning objective and need additional support in future lessons which pupils require further challenge to reach full potential changes to lessons because of AFL 	<ul style="list-style-type: none"> Annotations demonstrate that AFL is used extensively to analyse progress and shape future learning, including: <ul style="list-style-type: none"> input from additional adults on the <u>impact</u> of their work systematic approaches to analyse achievement and learning needs 	<ul style="list-style-type: none">
Does summative assessment impact positively on future learning?	<ul style="list-style-type: none"> The level of planned learning does not enable progression from previous summative assessment levels 	<ul style="list-style-type: none"> Summative assessment data is used to inform learning: this is evidenced by a strong correlation between assessment data and the pitch of planned learning. 	<ul style="list-style-type: none"> Detailed analysis of assessment data (e.g. gap analysis) is used to inform learning. 	<ul style="list-style-type: none">
Creative				
Do pedagogical choices impact positively on pupils’ learning?	<ul style="list-style-type: none"> Planning does not show evidence of appropriately varied learning approaches. 	<ul style="list-style-type: none"> Learning tasks support pupils to assimilate new knowledge to their long-term memory and to retrieve and apply this later. Tasks are therefore appropriately varied according to the point in learning and include: <ul style="list-style-type: none"> knowledge acquisition tasks - surface level opportunities for consolidation and practice – application and transfer tasks tasks which require critical thinking, generalisation and original thought 	<ul style="list-style-type: none"> Learning tasks within and across lessons effectively scaffold learning: pupils are given progressive learning opportunities to acquire, consolidate and deepen their knowledge, e.g. by following Blooms or SOLO Taxonomy: <ul style="list-style-type: none"> Blooms: Remember> Understand> Apply> Analyse> Evaluate> create SOLO: Identify> Describe> Analyse> Generalise 	<ul style="list-style-type: none">
Communicative				
Is planned modelling and questioning effective?	<ul style="list-style-type: none"> Plans for modelling are unclear. Misconceptions are not anticipated. Key language is not identified and/or appropriate Planned questioning is not appropriate. 	<ul style="list-style-type: none"> Plans clearly set out key knowledge/skills to be modelled by the teacher and include guidance for any additional adults Misconceptions are anticipated: strategies to explore and overcome these are noted. Key language and vocabulary to be used/taught is identified A range of questioning styles are planned, in including use of open questions which arise from good subject knowledge: these extend pupils’ learning and understanding. 	<ul style="list-style-type: none"> Teaching about potential misconceptions is woven into the fabric of the lesson: potential pitfalls and mistakes are explicitly modelled to prevent them from occurring Carefully chosen and directed subject questions arise from excellent subject knowledge: these are carefully designed to scaffold/deepen pupils’ knowledge. 	<ul style="list-style-type: none">
Does staff DPE impact on learning?	<ul style="list-style-type: none"> It is unclear whether staff have applied DPE/TIPS to their teaching. 	<ul style="list-style-type: none"> Staff have successfully acted upon previous feedback from planning scrutiny in this, or other subject areas. This has impacted positively on pupils’ learning. Clear evidence that staff have applied DPE/TIPS to their teaching. 	<ul style="list-style-type: none"> Planning demonstrate a high level of staff subject knowledge through high quality learning tasks, detailed and accurate feedback and the scope and depth of learning opportunities provided. This suggests that their engagement with DPE has been highly effective. 	<ul style="list-style-type: none">

Overall strengths:

✓
✓
✓

Target: **Date to be re-checked:**

➤

Suggested DPE to support