

Work Scrutiny Feedback 2022-23

Leaders Involved:

SNMAT Officers Involved:

Date:

Teacher(s):

Subject:

Year Group:

| | Pupil A | Pupil B | Pupil C | Pupil D | Pupil E | Subject Portfolio Expectations |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|
| Initials: | | | | | | <ul style="list-style-type: none"> Work is dated Concepts and objectives noted Brief explanation of the context Differentiation/adaptive teaching Quotes to evidence impact and learning Key vocabulary Samples of finished work to evidence learning Samples of teaching materials KWL grids completed Reflections - brief assessment reflection noting misconceptions and modifications made, some specific next steps. |
| Vulnerable Groups: | | SEND | PP | GDS | EAL | |
| Teacher Assessment level: | Below / Towards At / GDS | Below / Towards At / GDS | Below / Towards At / GDS | Below / Towards At / GDS | Below / Towards At / GDS | |
| Subject Leader Moderation: | Agree / Disagree | Agree / Disagree | Agree / Disagree | Agree / Disagree | Agree / Disagree | |
| Reasons: | | | | | | |
| Relevant previous feedback / TIPS | | | | | | |

| Question | Not Yet Effective | Effective | Ambassadorial | Evidence/Why? |
|---|---|---|--|---------------|
| Progressive | | | | |
| Have pupils made good progress over time? | <ul style="list-style-type: none"> Progress over time is not clear and/or sufficient Pupil voice: pupils cannot recall sufficient information to suggest that learning is robust | <ul style="list-style-type: none"> Clear evidence of strong progress from pupils' starting points e.g.: <ul style="list-style-type: none"> improvements in basic skills e.g. letter formation, punctuation or calculation accurate use of new vocabulary misconceptions and/or common errors addressed and consistently self-corrected in future work consistent achievement against progressive learning objectives Pupil voice: pupils can recall information effectively, which shows that learning is robust. | <ul style="list-style-type: none"> Clear evidence of accelerated progress from pupils' starting points e.g.: <ul style="list-style-type: none"> rapid improvements in basic skills such as punctuation or calculation accurate use of increasingly complex vocabulary and/or language structures evidence that pupils are closing the achievement gap Pupil voice: pupils' detailed explanations of learning go beyond recall and demonstrate deep learning. | |
| Is 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 work: these are at the correct pitch for the year group and are sequenced in a way that supports learning and represents progression over time. | <ul style="list-style-type: none"> 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. | |
| Is learning successfully adapted to meet the needs of all learners? | <ul style="list-style-type: none"> Learning is not successfully adapted to meet the needs of all learners. Pupil voice: pupils feel that tasks are too hard or too easy: this disparity is also apparent in pupils' books. | <ul style="list-style-type: none"> Learning is appropriately adapted and differentiated - books show: <ul style="list-style-type: none"> pertinent tasks which address pupils' learning needs/barriers to learning/next steps focus groups/adult support SEND pupils are given the opportunity to work independently and with support Pupil voice: pupils feel that tasks are 'just right' – not too hard or easy. They speak positively about the support they receive if/when they struggle with learning. | <ul style="list-style-type: none"> Learning is acutely tailored to meet the needs of all pupils –all strategies under effective are used and books show evidence: <ul style="list-style-type: none"> that all pupils consistency meet learning objectives of use of ILP targets and learning recommendations of application of DPE to challenge/support (incl. advice from external professionals) of open-ended, deep learning tasks designed to make pupils think deeply and critically. | |
| Reflective | | | | |
| Does regular, quality feedback impact positively on future learning? | <ul style="list-style-type: none"> Written feedback is not up to date, in line with the subject policy, and/or is not precise and impactful. | <ul style="list-style-type: none"> Written feedback is precise and impactful because: <ul style="list-style-type: none"> specific strengths are celebrated pupils' next steps are identified common misconceptions/errors are addressed and self-corrected in future work Pupils respond consistently to written feedback and this impacts positively on learning over time. Pupil Voice: pupils can interpret feedback given and are given time to undertake feedback tasks. They share that teachers support them in lessons by: <ul style="list-style-type: none"> teaching focus groups checking their work responding to their questions advising them on tasks | <ul style="list-style-type: none"> Written feedback consistently and explicitly identifies pupils' successes and next steps along with advice on how to achieve these, e.g. through: <ul style="list-style-type: none"> precise written explanation success criteria pictorial or diagrammatic instructions specific tasks to enable this Pupils respond consistently to written feedback and apply advice in all future learning. Pupil Voice: reveals that teachers go above and beyond to support pupils e.g. by: <ul style="list-style-type: none"> providing practice tasks for home liaising with parents supporting pupils in their own time | |
| Is assessment accurate? | <ul style="list-style-type: none"> The level of learning in books does not accurately reflect pupils' 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 level of work in books. | <ul style="list-style-type: none"> Moderation of summative data shows that assessment is accurate. In addition, detailed analysis of assessment data (e.g. gap analysis) is used to inform learning. | |

| Creative | | | | |
|---|--|--|--|--|
| <p>Do pedagogical choices impact positively on pupils' learning?</p> | <ul style="list-style-type: none"> Pupils' books do not show evidence of varied learning approaches. Pupil voice: does not suggest that learners have assimilated new knowledge effectively. Pupils are not engaged in the subject. | <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. Pupil voice: pupils present as keen learners in this subject area. They recognise that different tasks help them to remember new, or recall prior learning | <ul style="list-style-type: none"> Books show that pupils have transferred learning to their long-term memory because: <ul style="list-style-type: none"> pupils consistently retrieve and apply prior learning to new contexts there is evidence that new learning has shaped pupils' thinking deep learning tasks that require critical thinking result in generalisation of knowledge and original thought pupils give detailed examples to explain their thinking about subtle differences and/or requirements of questions or tasks Pupil voice: all pupils in the sample enthuse about the subject and can talk with in depth knowledge about the content. | <ul style="list-style-type: none"> |
| Communicative | | | | |
| <p>Does presentation reflect scholastic excellence?</p> | <ul style="list-style-type: none"> The standard of presentation in books is not good. | <ul style="list-style-type: none"> Work is consistently well presented and contains all elements in line with expectations e.g. dates, underlined, appropriate pens etc. Handwriting is consistently neat or is showing sustained improvement. | <ul style="list-style-type: none"> Learning is presented beautifully demonstrating an exceptional sense of pride. | <ul style="list-style-type: none"> |
| <p>Does staff DPE impact on learning?</p> | <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 work 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"> Books 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