

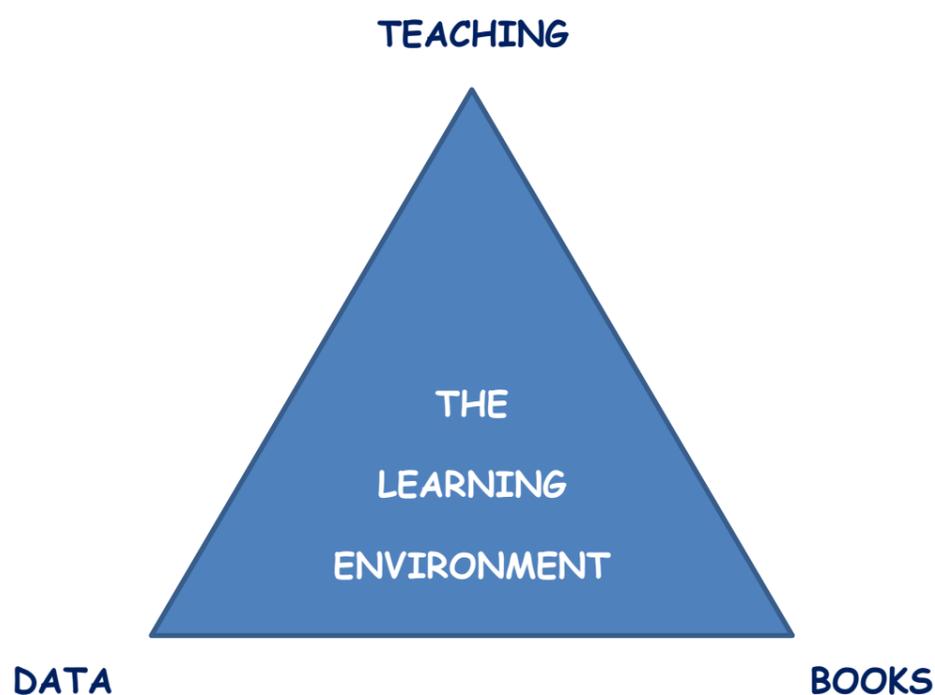
THE HUNTSPILL FEDERATION - TEACHING & LEARNING FRAMEWORK

When observing teaching, inspectors will consider whether:

- i. Teaching engages & includes all pupils, with work that is challenging enough & that meets individual needs, including for the most able pupils
- ii. Pupils' responses demonstrate sufficient gains in their knowledge, skills & understanding, including of literacy & mathematics
- iii. Teachers monitor pupils' progress in lessons & use the information well to adapt their teaching
- iv. Teachers use questioning & discussion to assess the effectiveness of their teaching & promote pupils' learning
- v. Assessment is frequent & accurate & used to set relevant work from the Early Years Foundation Stage (EYFS) onwards
- vi. Pupils understand well how to improve their work
- vii. All pupils are taught well so that they are properly prepared for the next stage in their learning, including in the EYFS where the development of their communication, language & literacy skills must equip them well for KS1

On page 38 Ofsted says that not all aspects of learning may be seen in a single observation. It explains that additional evidence that inspectors may consider when evaluating learning over time includes:

- i. Evidence arising from observations of lessons carried out by school leaders
- ii. Discussions with pupils about the work they have undertaken & their experience of teaching & learning over longer periods
- iii. Discussion about teaching & learning with teachers, teaching assistants & other staff
- iv. The views of pupils, parents & staff
- v. The school's own evaluations of the quality of teaching & its impact on learning
- vi. Scrutiny of pupils' work, with particular attention given to:
 - a) How well & frequently marking, assessment & testing are used to help teachers improve pupils' learning
 - b) The level of challenge provided
 - c) Pupils' effort & success in completing their work & the progress they make over a period of time



<ol style="list-style-type: none"> i. From each different starting point, the proportions of pupils making expected progress, & the proportions exceeding expected progress, in English & mathematics are close to or above national figures. ii. For pupils for whom the pupil premium provides support, the proportions are similar to, or above, those for other pupils in the school or are improving. iii. Progress across year groups in a wide range of subjects, including English & mathematics, is consistently strong & evidence in pupils' work indicates that they achieve well. iv. The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, those for whom the pupil premium provides support, & the most able, is generally good. v. Where attainment, including attainment in reading in primary schools, is low overall, it is improving at a faster rate than nationally over a sustained period. 	<p>The learning environment needs to:</p> <ol style="list-style-type: none"> i. Celebrate children's achievements & learning ii. Model high expectations iii. Reflect key aspects of the curriculum iv. Provide a tidy well-ordered space for learning v. Support children's learning vi. Show children how to improve their work vii. Be accessible to pupils viii. Agreed policy / practice is consistent across the federation <p>Agreed expectations:</p> <ol style="list-style-type: none"> i. Teacher's planning is available (including SEN) ii. Room is tidy, well organised & clutter free iii. Resources are clearly labelled & accessible iv. The classroom rules are displayed v. Information board for children & visitors vi. A visual timetable on display vii. The purpose of each display board is clear viii. Displays include titles or explanations ix. Displays are well mounted x. A literacy/numeracy working wall xi. Pupils targets are displayed xii. A balance between support & celebration 	<p>Ofsted focus on:</p> <ol style="list-style-type: none"> i. How well & frequently marking is used to help teachers improve pupils' learning ii. The level of challenge provided iii. Pupils' effort & success in completing their work & the progress they make over a period of time <p>Agreed expectations:</p> <ol style="list-style-type: none"> i. The books look neat & tidy ii. The work is well organised & well presented iii. Work is dated & titled iv. Standard of work in line with national expectations v. Suitable amount of work done each week & over time, showing appropriate coverage vi. Pupils have made evident progress over time vii. Evidence of self-assessment viii. Marking is up to date ix. Books are marked in line with the federation marking policy x. Teacher marks the work in helpful ways so that pupils know how to improve
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