

**Teachers seen:** JC, GTC, NMM, JSW, RGB, JLH, TK, GMB, BD, HJB, HVW, AJF, SJD, MJA

**Subjects seen:** PE, SCI, Art, Fr, Gg, Hi, ICT, Engin, H&S, RM, Sp,

Teachers taking part: TNS, KRS, ASP, CVF, MBL, JJB, TKA, Lesley Wall (Governor), TRA	Novice	Emerg-ing	Embed-ded	Expert	Master
Feedback & Marking/DIRT is making an impact on learning			✓		
AfL is making an impact on learning				✓	
There is a range of pedagogical techniques			✓		
Literacy and numeracy is effectively developed			✓		
Pupils are encouraged to use a growth mindset				✓	
Culture of Excellence and Accomplishment		✓			

High quality learning / best practice observed:

**Marking and Feedback:**

- DIRT working well, WWW/EBI is embedded
- Specific feedback being given
- Marking sheets tailored to individual; a lot of individual feedback: verbal and written
- DIRT books in Art brilliant: continuous
- In H&S and PE, printed sheet for every child with individual feedback
- Conversations happening between teachers and pupils
- Science: pupils going back over marked work and using text books to fill in the gaps.

**AFL:**

- A lot of individual 1:1 work with pupils
- Range of strategies in Science
- Ragging statements and deciding what they need to do based on their ragging
- Questions for individuals to improve coursework
- Pupils knew what they needed to do to get better and were working on that
- Sharing of success criteria.

**Pedagogies:**

- Role play, interview, peer assessment, pop quizzes
- A lot of skills-based problem solving
- Lovely questioning to engage pupils in science, 'Who Murdered Litvinenko?'
- Role play in history: everyone on task, very reflective
- Cahoot quizzes.
- D&T RM, pupils given a false deadline: made them really engaged with the evaluation.

**Literacy and Numeracy:**

- Many examples of vocabulary definitions
- PE pointing out can move from Band 1 – 3 if you made a 'point' in the answer
- Literacy comments in M&F
- Teacher flagging up vocabulary, example definitely/defiantly and making pupil think which one it was
- Cognates in MFL
- In science, broad Litvinenko question brought out much deeper vocabulary
- Numeracy: did not see opportunities missed.

**Growth Mindset:**

- The whole day demonstrated growth mindset
- Questions where pupils were encouraged positively to extend answers
- Pupils being involved who 'learning walkers' were surprised to see getting involved
- Art: peer assessment: expecting better from peers
- Pupils opting in – making the choice of wanting to be better
- More focus on process rather than outcome
- No examples of teachers limiting pupils with grades/comments
- Huge element of challenging what pupils could do, expectations really high from teachers
- Aiming for top marks all the time

**Excellence & Accomplishment:**

- A real culture of excellence and accomplishment in Art
- In practical PE: excellence expected and pupils trying to achieve that
- H&S coursework: images, graphics etc.
- Teachers expecting and encouraging excellence and accomplishment
- Staff have high expectations
- Teacher helping pupils to draw up a revision timetable
- Evidence of excellence and accomplishment seen: not a culture ... yet.