



Striving for excellence, inspired by Gospel Values



Teaching and Learning

Summer Term 2017



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Lesson Observations

Summer Term monitoring of teaching and learning was carried out between the 5th and 16th June. The focus of the observations was through RE work. All teaching staff from Nursery to Year 6 were observed; including three NQTs. During lesson observations, work and book scrutinies were carried out where that clearly identified strong progress across the school. Additionally, planning analysis, conversations with staff and pupils and analysis of the data for all year groups was completed. Teaching observed was very strong with the quality of teaching being first rate (outstanding) and with pupils making outstanding progress. Subject knowledge was very good in all cases and challenge pupils to link their understanding to real life experiences. Assessment of RE is excellent, with all school judgements being agreed at central moderation. Pupils were quick to share their understanding and enjoyment of the subject and could explain expectations of the activity they were completing.

Focus	Comments
<p>Planning</p>	<ul style="list-style-type: none"> ● Planning across all year groups is thorough and follows the 'Come and See' Scheme of Work. The planning shows sequential learning to maximise progress and matches the needs of pupils in each class; with pupils across each year group experiencing similar learning experiences due to careful collaboration with year group partners. ● The focus for all lessons is clear from the beginning as learning outcomes and intentions are shared. Pupils know they are expected to learn and therefore are focused from the very start. ● Planning shows cross-curricular links where appropriate and children are encouraged from the beginning of each lesson to use their thinking skills as a result of well-planned and prepared activities and questioning. ● Teaching staff and teaching assistants work closely together to plan effective lessons where children who need support have their needs met and tasks are differentiated to ensure children can access the learning effectively. ● Planning shows challenge to ensure that the more able are expected to achieve at higher levels of attainment. <p>For example:</p> <p>In Year 1 all resources were fully prepared and all staff had been involved in the planning. There was a clear, effective use of IWB to provide a visual focus that prompted discussion and thinking. Children knew the expectations of teaching in their groups and practical learning was planned. This impacted positively on higher outcomes for pupils.</p> <p>In Year 5 the planning of the lesson, with a teaching focus on rule and responsibilities, was very well prepared with a PowerPoint used to focus children and create opportunities to promote deeper learning through discussion in paired work and talk partners. Each task and practical resources built upon prior learning and homework that had been set to move the lesson and the children's learning forward at a rapid pace.</p>

<p>Challenge:</p>	<ul style="list-style-type: none"> ● Teachers are prepared to take 'risks' to ensure the work in lessons is challenging and, through differentiation, to meet the needs of all pupils and ensure progress over time is high. ● Pupils are supported well in lessons and all children, including those with special educational needs, are expected to achieve as highly as they can. They are supported when required but still expected to work independently; developing future skills. ● Teaching and learning is delivered in a creative and inspiring way to engage all pupils using a range of effective teaching strategies. ● Pupils want to learn and lessons are differentiated through support, outcome, word banks, scaffolding, learning walls, practical work, questioning. ● Disadvantaged pupils are monitored closely to ensure progress is made and teachers assess learning throughout the lesson. ● Excellent questioning was observed that ensured the level of understanding achieved by learners was probing and very effective. <p>For example:</p> <p>In Year 6 children were very respectful towards the sensitive topic around the Manchester Arena Attacks and care was taken to ensure the emotional needs of all children were catered for, as well as the academic needs. The subject matter itself being very challenging for the level of thought required resulted in excellent outcomes and understanding.</p> <p>In Nursery, children were challenged through their ability to recognise signs of positive behaviours from pictures and encouraged to talk about how they know what makes a good friend. Questioning ensured children had to think carefully to embed understanding.</p>
<p>Questioning and Feedback</p>	<ul style="list-style-type: none"> ● Teachers questioning was a real strength in all observed lessons. The questioning provided pupils with the opportunity to explain their understanding and learning, before teachers questioned further to deepen the children's understanding, knowledge and vocabulary. ● Immediate feedback ensure misconceptions were addressed and ensured that the correct learning took place, as pupils are certain about new concepts, vocabulary and learning. ● All opportunities for cross curricular learning in lessons were encouraged so that children could link their thinking across curriculum areas. ● Challenge through questioning and quality guidance for pupils develops pupils' understanding and promotes learning at all levels. ● Due to the relationships that are developed, children were seen to be comfortable in their learning environment and asked questions themselves to clarify meaning and consolidate learning and understanding. <p>For example, in Year 2 children were clearly very comfortable answering questions about times they believe they have done something wrong in an environment in which they felt safe. The relevance of the questioning resulted in mature responses being obtained throughout the lesson.</p> <p>In Year 4, children worked in talk partners to provide feedback to one another before sharing outcomes as a whole class. At this point answers were linked to objectives and outcomes and feedback provided instantly that ensure progress was made throughout the lesson.</p>

<p>Pupil Response and Engagement:</p>	<ul style="list-style-type: none">● Pupils thoroughly enjoy their learning and the opportunity to carry out different tasks within a lesson ensure different learning styles are addressed and pupils make excellent progress.● Excellent use of lesson time ensures the pace of lessons is strong ensuring all opportunities to maximise learning are made in the time allowed.● Paired and group work promotes speaking and listening skills and children collaborate effectively with each other, enhancing their learning within lessons.● Pupils enjoy the challenge they receive in lessons and respond eagerly to the different tasks they are presented with.● High expectations of the presentation of learning through their written work is evident across all year groups.● Pupils are instantly engaged in learning and show eagerness to participate in lessons throughout. Use of different practices to promote listening skills (no hands up, lolly sticks, etc) ensure all children are active in their learning.● During paired work and talk partner work all pupils remain focused and on task and there is a 'buzz' of activity.● Multi-sensory approaches to work ensure all pupils can actively access the curriculum and learning outcomes. <p>For example:</p> <p>In Year 5 the children loved sharing stories about the 'rules' their grandparents had to stick to in school - including what colour underwear was acceptable in school for PE- and were fully engaged in learning that included a good level of humour alongside a positive message to meet the learning outcomes.</p> <p>In Year 3 the use of Pinocchio was an excellent hook that immediately captured the children's interest to promote full engagement in the lesson. Children identified with the learning focus as a result of the familiarity and connection they could make with the character. Through the level of motivation, pupils responded fully and good progress was achieved.</p>
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Summary of the moderation shows that teaching is consistently outstanding from Nursery to Year 6:

Main Strengths of Lessons

- Behaviour and attitude to learning is outstanding. Pupils are eager to learn and are offered outstanding curriculum opportunities that inspire them to learn.
- The relationship between the adults and the children in lessons is strong leading to better outcomes for pupils.
- Teachers' excellent subject knowledge, and commitment to the ethos of the school, leads to strong learning for pupils.
- Central 'hooks' and prompts ensure lessons are engaging and interactive and promote inclusive learning for all pupils.
- Clear high expectations of pupils' engagement during teaching and learning time is evident.
- Presentation of work leading to high quality recording of work across all year groups is evident.
- Differentiation is achieved through tasks, outcomes and the level of clear and deep questioning that encourages the development of thinking skills and promotes an inquisitive wonder of the world and a love of learning.
- Pupils' are challenged in the majority of lessons through thorough planning and high expectations of learning.
- Feedback during lessons is effective and the most effective feedback through marking promotes improved learning and progress.
- Assessment of pupils is excellent and confirmed through RE moderation event.

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Priorities Moving Forward

Planning

All planning to be completed on the Diocesan planning sheets.

The design of the curriculum is to be adapted to address 'Key Questions' that promote the learning outcomes and intentions by developing even greater excitement around the topics.

Further develop the RE curriculum to teach values that link to life skills, attitudes and beliefs leading to the best outcomes for all children, including the disadvantaged and more able.

Challenge

Ensure activities are fully inclusive and stretching through continuing to develop challenge for all pupils and maintain high expectations.

Develop the messages through the RE curriculum to develop self-belief and self-worth of all pupils, especially the disadvantaged groups, to recognise true potential.

Encourage the most able children to recognise their potential through success in the challenges they are presented with.

Continue to challenge through the... 'I can't do this... yet' philosophy.

Feedback

Ensure written feedback to pupils is highly effective in moving children's learning forward in all subjects and provide opportunities to respond to comments.

Revisit work to correct misconceptions to ensure accurate and positive learning.

Pupil Response

Develop a language of 'real' learning across the curriculum that addresses difficult situations in an honest but caring way.

Continue to find 'hooks' that motivate pupils through their ability to relate to the links being made.

Continue to encourage 'risk taking' in learning with an understanding that mistakes are part of the learning process and through resilience this leads to improved success.

