



BROOKHILL LEYS PRIMARY AND NURSERY SCHOOL Monitoring & Evaluation Policy

INTRODUCTION

The school policy for Monitoring & Evaluation was developed and agreed by the whole staff and has the full agreement of the Governing Body. The policy was initially written and ratified in Autumn Term 2009.

PURPOSE OF SELF-EVALUATION

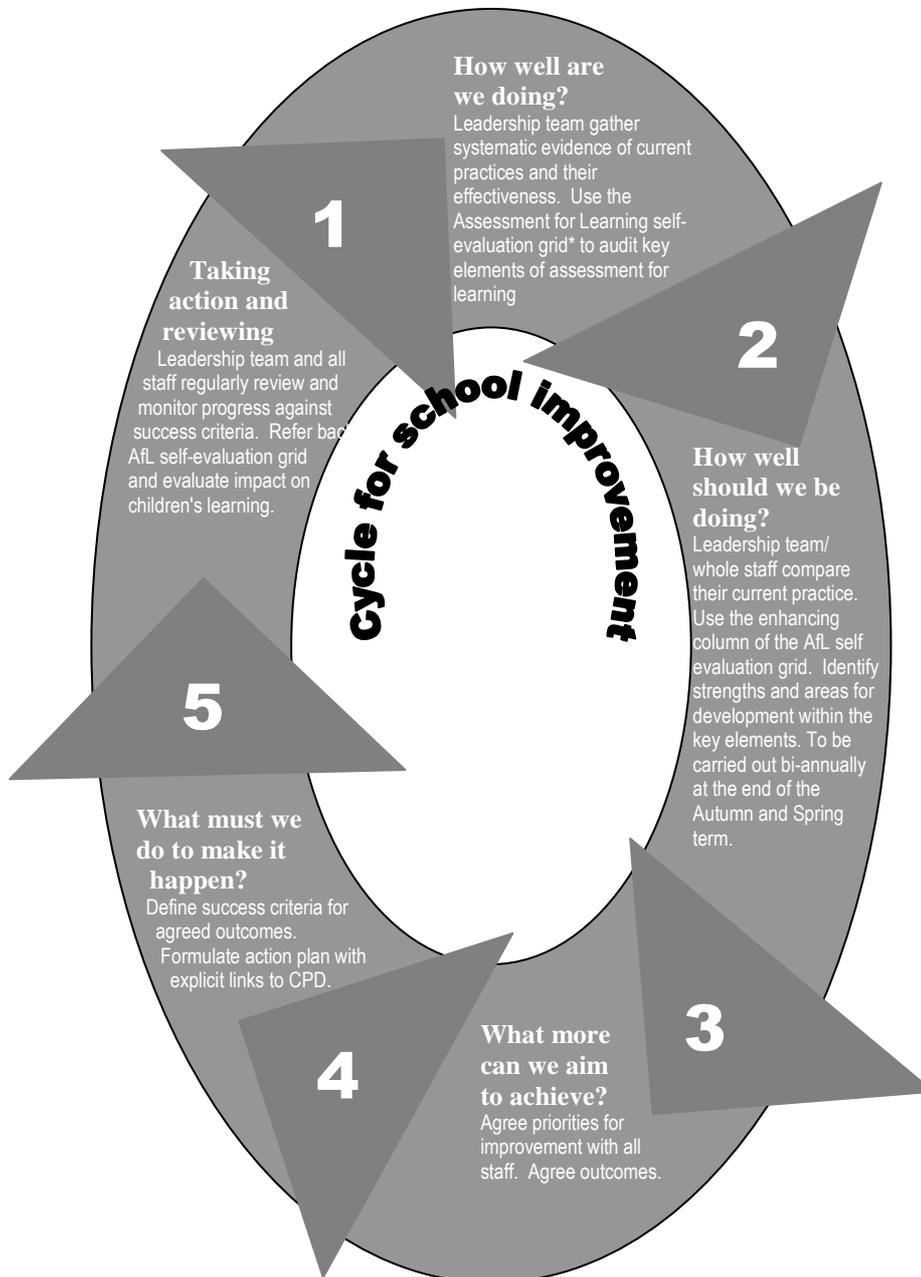
The school's main aim is to ensure all pupils achieve their best. School self-evaluation and the effective monitoring of learning, teaching and other key aspects of provision, are important ways of improving the school. Monitoring and review information is used to ensure that the **School Development Plan, Self Evaluation Form** and other school improvement work lead to continual development. The school is committed to **improving the quality of learning and teaching**. The school's **Performance Management** and **staff development** programme and **training** plan are based on what is found out by monitoring and evaluating the quality of provision.

THE PURPOSE OF MONITORING, SELF-EVALUATION AND REVIEW

The school improvement cycle

Self-evaluation and review are based on an organised and structured programme of collecting, analysing and interpreting information about all aspects of the work and life of the school. This is not an end in itself, but a means of checking the school is performing as it should be and is the key way of identifying areas that require improvement. Areas for improvement that are likely to have the greatest impact on the overall quality of provision are then prioritised. A plan of action is then prepared. The actions are carried out. The plan also includes details of how actions will be monitored and the impact of actions will be evaluated. The evaluation of the action plan thus becomes part of the school's processes of self-evaluation and review.

The school improvement cycle



* AfL – Excellence & Enjoyment: Assessment for Learning (www.standards.DCSF.gov.uk/primary/publications)

ROLES IN THE SCHOOL IMPROVEMENT CYCLE

Headteacher

Responsible for making effective links between:

- monitoring (gathering information)
- self-evaluation (analysing information within the school's three year cycle)
- planning improvement - mainly through the production and implementation of the School Development Plan.

Leadership team

- Arranges the overall programme and timetable of monitoring & evaluation each year
- Participates in monitoring attainment and progress through work analysis
- Analysis of Optional SATs & end of Key Stage SATs and other relevant assessment outcomes and disseminates this information

Supporting Headteacher in carrying out responsibilities (above) by managing a clear plan and programme for monitoring, evaluation, review and improvement.

Subject leaders

Carrying out specific roles for gathering, analysing and disseminating information within the school's policy, programme and timetable. Leading relevant improvement action programmes. (SDP action plans and subject action plans)

All staff

Focusing priorities in work (especially teaching) within agreed areas.

Governors

- challenge and support Headteacher and leadership team through vigorous discussion
- ensure effective monitoring, evaluation, review and improvement work takes place
- know strengths and weaknesses identified in monitoring and evaluation findings
- ensure monitoring findings lead to well focused actions
- checking the progress and impact of actions
- Thorough dialogue surrounding the annual School Development Plan by the Strategic Development Committee

SCHOOL IMPROVEMENT DEFINITIONS

This is the process of checking whether or not planned actions are happening. This is led by the leader for the action programme, is supported by the Headteacher and is regularly reported to governors. Monitoring arrangements are indicated against each action. Each action has a timeline which makes monitoring a more straightforward process – often simply checking out whether what was planned has actually taken place.

Evaluation

The process of making clear judgements concerning the **impact** of the action programme. The key question is *'What are these actions leading to?'* Success criteria are included in each action programme and these provide clear benchmarks against which impact can be measured.

Success criteria

These are always designed to be as specific and measurable as possible. At best they provide **criteria against which pupils' achievements will be evaluated**. Wherever possible these should be expressed in terms of **pupils' achievement**. E.g. 'the average national curriculum points score for X year will be Y by Z date'. Or X percent of pupils will achieve the age-related expectations (of the literacy strategy) for the relevant year group. Success criteria for an action programme often become Performance Management targets for individuals or shared whole team targets.

Performance management, staff development and target setting

The School Development Plan (SDP) needs to relate to the ensuring the school meets its targets for learners' academic and personal development and attendance. Ensuring that advice from outside agencies is taken in account i.e. School Improvement Partner and OfSTED recommendations.

The SDP provides the context and priorities for team performance management objectives.

Many actions of the School Development Plan provide staff development activities.

Links with resources including budget

Each action programme is costed and details of the costing of individual actions are included in the plan, in line with requirements laid out by the Financial Management Standards in Schools.

WHAT IS MONITORED EVALUATED AND REVIEWED?

1. Characteristics of our school
2. Views of pupils, parents and other stakeholders
3. Achievement and standards
4. Personal development and well-being
5. The quality of provision including teaching and learning, curriculum and care and guidance
6. Leadership and management

1) Pupils' attainment and progress (see also the school's assessment policy)

The school has a comprehensive set of formal assessments that are outlined in the school's assessment policy and timetable. Assessment information is analysed to identify whole school strengths and weaknesses and development needs. This tracking information is stored on the school's computerised tracking system. Each year the school uses its RAISEonline and the LA Performance Handbook to compare the performance of Brookhill's pupils with national averages and pupils' attainment in similar schools nationally and locally. The key performance indicators in the RAISEonline are the prior attainment comparisons that show how much progress pupils in our school make in comparison with pupils of similar levels of prior attainment in other schools. RAISEonline, NFER, Optional SATs and SATs are used to analyse the attainment and progress of individual pupils, year

cohorts and the school as a whole. SIMS Assessment Manager is used as the definitive source of assessment information and for sending in assessment information to the LA. The Local Authority visual trackers are utilised throughout the school and termly rates of individual pupil progress are calculated. Where children who are not meeting their expected rates of progress explanations are sought and if necessary restorative interventions are put into place.

2) Question-level analysis.

A question-level analysis of the end of Key Stage 2 SATs is carried out in English, mathematics and science by the assessment and relevant subject leaders. These are recorded in RAISEonline and fed back to individual class teachers and to the staff as a whole so that we are all aware of where learning is most and least successful within each subject.

The **Deputy Head (Assessment leader) with the Maths, Literacy and Science subject leaders** undertake work analysis to a timetabled programme. An annual scrutiny of a sample of work in English and Mathematics is undertaken. Work scrutinies are undertaken in other subjects that are highlighted in the SDP. Following work analysis, summary information on findings are recorded on a **monitoring summary report**. These are shared and discussed at a staff meeting and action is agreed. All **monitoring summary reports** are reported to the next meeting of the governors' strategic development committee to ensure that governors remain clear about the school's strengths and weaknesses. **Monitoring summary reports** are filed by the Headteacher and are used by the **leadership team** to help determine the priorities for the next School Development Plan (see below)

The whole staff undertakes an analysis of a sample of work across the school, looking at the attainment and progress by considering the work completed by a higher, middle and lower- attaining pupil from each year group. Again, conclusions are drawn and action is taken accordingly.

3) The quality of teaching

The quality of teaching is perhaps the most significant aspect of the school's provision that influences pupils' attainment and progress. An annual programme for monitoring comprises two elements:

- a **general summative observation** of all teachers is undertaken by the Headteacher, at least annually. The purpose of this is to ascertain the overall quality of teaching in the school and to identify particular strengths in teaching in the school as a whole or areas that require attention. Observation findings are recorded on *Notes of General Observation* (see appendix 3). After observation a copy of the notes is given to the teacher and a feedback discussion takes place. These notes remain confidential to the Headteacher and the individual teacher concerned. At the end of the cycle of observations the Headteacher will complete a *Monitoring Summary Report* which will be shared with staff and governors in the normal way.
- **focused observations** are undertaken by subject leaders and performance management team leaders using a **focused prompt** that has been agreed with staff. These observations are recorded on *Notes of Focused Observation* (see appendix 4). A copy of the notes is given to the teacher and feedback discussion takes place in line with the procedures described above for *General Observation*. Focused observation is always preceded by staff development activities. These normally comprise agreeing a draft prompt prepared by the relevant subject leader and agreeing effective practice within the area of focus. Teachers will have the opportunity to use the focused prompt as a self-evaluation checklist for a few weeks preceding the observation. Although monitoring findings on individual teachers are confidential to the teacher, the observer and the

Headteacher, each subject leader or PM team leader will, at the end of a cycle of focused observation, complete a **monitoring summary report** which will be used in the normal way to inform improvement activities.

- In the event of a new member of staff being appointed, who does fall under the remit of the NQT provisions, the Headteacher will observe their teaching within 4 weeks of their appointment.

4) Curriculum planning and implementation

Subject leaders are responsible for long and medium-term planning in their subject. Literacy and Numeracy subject leaders ensure that agreed plans are implemented during their monitoring activities (during work scrutiny and observation of teaching). The Headteacher also ensures, during monitoring, that teaching in all classes is in line with agreed school policies.

5) Short-term planning

Short-term planning is evaluated as part of the Headteacher's general observation of teaching. The Deputy Headteacher carries out the monitoring and evaluation of short term planning.

WHO MONITORS WHAT?

The Governing Body monitors:

Pupils' attainment and progress through:

- receiving the RAISEONLINE and its related analysis
- receiving a summary breakdown of important parts of LA performance handbook and the autumn package as an analysis
- receiving *monitoring summary reports* for all formal tests
- considering recommendations concerning statutory and other targets for pupils' attainment.
- The analysis and evaluation of each class's visual progress tracker and subsequent scrutiny of the rates of progress for named children.

Policy development and implementation:

All policies are considered by the Governing Body or a committee. Each year the governing body receives a report, prepared by the subject leader on English and Maths. Reports on other subjects are received in line with the priorities in the improvement plan.

Teaching:

Although the governing body does not formally monitor teaching, some governors may observe lessons and see at first hand the teaching and learning of the school. This is particularly the case where subject link governors gain an oversight of their area of interest by observing lessons. Governors do not write lesson observation reports. Their role in monitoring teaching is to ensure that the school's policies for monitoring teaching are carried out effectively. They do this by receiving reports of monitoring activities. The Strategic Development Committee receives all summary reports that are prepared following the completion of a cycle of

monitoring teaching. These describe overall strengths and areas for improvement in teaching as a whole and do not refer to individual teachers.

The Governing Body receives each term the update of the SEF (self evaluation form) kept ever ready for a short notice OfSTED inspection (post December 2007). The SEF is the principal way of recording and summarising our view of our strengths and areas in need of development. It draws on all the monitoring, evaluation and review activities outlined in this policy.

The Headteacher:

- facilitates the arrangement of the overall programme and timetable of monitoring and evaluation each year
- provides resources to enable monitoring to take place. An annual monitoring timetable is produced indicating who will monitor what and when
- evaluates the implementation of the monitoring programme
- participates in monitoring attainment and progress through work analysis
- ensures planning is effectively monitored
- undertakes general observation of teaching during Summer Term
- undertakes focused observation of teaching as PM team leader
- holds formal and informal discussions with teachers, pupils, parents and governors
- completes, maintains and disseminates (to all staff and governors) each section of the OfSTED SEF as they are reviewed and updated.

Deputy Headteacher

- Arranges the overall programme and timetable of monitoring & evaluation each year
- Participates in monitoring attainment and progress through work analysis
- Analysis end of Key Stage SATs, Optional SATs, Visual Trackers and other relevant assessment outcomes and disseminates this information

Subject leaders monitor

- **attainment and progress**, working with a partner in a core subject through work analysis
- **planning** and implementation of the subject
- **teaching**, within an agreed focus. This takes place annually for literacy and numeracy and in line with the SDP for other subjects
- Subject leaders' record monitoring findings in the subject leaders' file on **monitoring summary reports**. A copy of each monitoring summary report is sent to the Headteacher who ensures that monitoring findings are disseminated and actions based on monitoring findings are prioritised within the school's improvement planning and processes.

Individual teachers

- monitor attainment and progress in each subject through work analysis and on-going assessment and marking
- hold discussions with teachers, pupils, parents and governors concerning teaching and learning in the class
- mark and analyse Optional SATs and other assessment outcomes
- consistently focus closely on pupils' work as a normal part of their teaching

- Throughout the school pupils are taught to look closely at their work and to be aware of exactly how to make improvements in important areas.
- maintain their class visual tracker on a termly basis. Using the revealed data to highlight individual pupil progress, ensuring that every effort is made to sustain the appropriate rate of improvement from KS1 levels.
- termly reporting to parents of individual rates of pupil progress

WHAT HAPPENS AFTER A MONITORING ACTIVITY?

The purpose of monitoring is to contribute to the continual development of attainment, teaching and learning in the school. All monitoring information is analysed with a view to ascertaining key messages that are then used to inform the school's improvement planning and/or staff development activities.

Each monitoring event leads to the production of **monitoring summary report** (see Appendix 2). This records the key strengths identified, the key aspects that require attention and a note of any recommended action.

Monitoring summary reports are always shared and discussed at a staff meeting and then retained in the Headteacher's file so that these can be used to inform the preparation of the next year's improvement plan.

Monitoring summary reports are shared with governors to enable them to keep an up-to-date view of the school's strengths and weaknesses.

In the Spring term English and Maths subject leaders and other subject leaders that lead SDP priority subjects prepare a summary report. This is in the same format as the *monitoring summary report* of the key strengths within the subject and details what requires attention and any recommendations or plans for future action. These are discussed with the Headteacher and filed with *monitoring summary reports*.

All governing body committees suggests a list of aspects they would like to see included in next year's improvement plan during the summer term. These are given to the Headteacher to be filed alongside all the monitoring and subject leaders' reports.

The OfSTED SEF is used as the reporting format for reporting self-evaluation to governors and staff.

Our school is required to maintain an up-to-date SEF so that we are always ready to send a high-quality document to OfSTED, at short notice (within 2 days) when we get notice of OfSTED inspection (once every three years).

SCHOOL DEVELOPMENT PLANNING

At the end of the Spring Term the leadership team considers the SEF and all *monitoring summary reports*, all subject leaders' summary reports and all Governing Body committee lists of aspects for the improvement plan (see above paragraph). The leadership team identifies from all monitoring information the most important areas that require attention and then identifies the key focuses of the improvement plan to bring about the necessary improvement. Wherever possible, priorities are linked to raising pupils' attainment in a particular aspect of learning. The full staff are made aware of the grounds upon which each focus of the improvement plan has been identified and are consulted to ensure that the priorities are agreed as the most important aspects to improve next year.

The improvement plan is then drafted ready for further consultation and agreement with staff and governors in the Summer term and for implementation from the following September.

School Development Plan (SDP)

This single plan provides a focus and road map to the key improvement actions for the school. The plan provides a detailed programme of activities for one academic year and a longer term, but much less detailed view of the possible development priorities for the school over the coming years (normally 3 years). The annual plan should focus on only a few key priorities which are selected as a result of school self-review findings in the context of the longer term plan. The issues selected should be those which have the greatest potential to improve achievement and the quality of education.

The programme of actions in the School Development Plan is organised in a way that enables clear links to be made with the school's processes and procedures for monitoring and self evaluation. All action programmes are organised under the same subheadings as the programme for self evaluation.

Who is involved in the SDP?

The school provides clearly-defined opportunities for all to be involved. The overview of the development of the plan rests with the Headteacher and leadership team. Governors have a key role in the creation of the plan, taking part in the Summer term planning INSET. Subject leaders take a lead for relevant parts of the plan within the school's standard format. The action plans for some subjects become action programmes for the School Development Plan.

Contents and format

Our plan is the school's single, integrated improvement document. It is organised under the following headings:

1. **Where are we now?** – Here we include a summary of our self-evaluation findings. This section corresponds closely to the Overall Effectiveness section of the SEF (self- evaluation form). This section also includes a review of the previous plan – *'did we achieve all we had intended?'* The purpose of this question is to consider whether outstanding actions need to be incorporated in this year's plan.
2. A summary of our **vision and aims** to provide the overall sense of purpose for the plan.
3. **Longer-term priorities** (3 years) based on 1 and 2 above.
4. **Annual action programmes** (see format below) normally no more than 4
5. **Staff development programme and timetable** – this shows which CDP activities (from all action programmes) will happen when.
6. Summary of costs of the plan linking to the school's 3 year budget.

The format of an annual action programme is appended to this policy. All who are involved in the preparation of the School Development Plan use this common format.

Monitoring Timetable

When	Monitoring activity	Outcomes
First half autumn term	Question-level analysis of marked tests by core subject leaders+ one colleague to ascertain which questions were answered well and which were less well answered. Publication of parent and pupil views	<i>Monitoring summary report</i> for each subject
Second half autumn term	Analysis of data using, RAISEONLINE and school's performance handbook. Programme organised by LT. Each core subject leader involved. Statutory and other pupil progress target setting. Set average points score targets for individual year groups and classes for PM and other purposes.	<i>Monitoring summary report</i> for each subject
First half spring term	Scrutiny of work to school's agreed format undertaken by each core subject leader working with one other teacher. Some foundation subject scrutiny also undertaken in line with the school's plan.	<i>Monitoring summary report</i> for each subject
First half of summer term	Focused observations of teaching by PM team leaders and curriculum leaders to an agreed programme determined as part of PM and within an agreed focus.	Copy of <i>Notes of Focused Lesson Observation</i> given to and discussed with individual teacher. <i>Monitoring summary report</i> for the cycle of observations
Second half of summer term	General observation of teaching. Is our teaching good enough? Where are our key strengths? What do we need to work on further? (Undertaken by the Headteacher). Gathering parents' and pupils' views These are gathered through discussion groups and questionnaires.	Copy of <i>Notes of General Lesson Observation</i> given to and discussed with individual teacher. <i>Monitoring summary report</i> for the cycle of observations Reported views are analysed by Deputy Head and presented to School Council, staff and governing body along with report on what action is intended in light of reported views.
Monitoring information is used as a source of evidence for school self-evaluation and review and to identify issues needing further attention. All this information informs the key priorities for improvement in the improvement plan. Each monitoring event is recorded on a <i>monitoring summary report</i> and all these reports, along with coordinator summary reports and governing body committee reports, are considered at the end of the spring term by the LT.		

Monitoring Summary Report

Monitoring activity: _Learning Walk____ Date of report: Report by: J Sainsbury

Key strengths	Needs attention	Any recommended action

Self-review timetable

When	What	Key sources of evidence (How do we know?)	Roles
Term 1 (Y1)	<p>Characteristics of the school</p> <p>The SEF annex for this section is updated annually.</p>	<p>Socio-economic data from RAISEONLINE</p> <p>FSM data from RAISEONLINE and school's SCHOOL CENSUS returns</p> <p>R and D will provide evidence for change of FSM bands</p> <p>SEN/EAL/ethnic/G and T data in RAISEONLINE and other SEN information in school.</p> <p>Mobility data in RAISEONLINE and in-school information.</p> <p>For range of attainment on entry information see SEF guidance and other guidance in LAMP on evaluating attainment on entry</p> <p>See SEF examples on <i>WIRED</i></p>	<p>Headteacher coordinates this section with leadership team.</p> <p>Subject leaders and assessment leader provide information (e.g. data on attainment on entry)</p> <p>Governors consulted on draft section</p> <p>Section shared with all staff</p>
	<p>How well do pupils achieve?</p> <p>This section is updated each year</p>	<p>Annex A of SEF</p> <p>RAISEONLINE, LA performance handbook, School tracking system. (Monitoring summary reports of each of these) School Standards Summary (traffic-lighted summary of attainment included in performance handbook)</p>	<p>Assessment leader and core subject leaders have the major role here.</p> <p>Role of Headteacher is to ensure that this information is effectively evaluated and shared and that appropriate action is prioritised, planned and taken.</p> <p>Role of governors is to ensure that rigorous and effective analysis takes place and to receive summary information on the strengths and weaknesses in the school's attainment and pupils' achievement and progress</p>
Term 2 (Y1)	<p>Personal development</p> <p>This section is updated each 2 years</p>	<p>Monitoring summary reports (lesson observations)</p> <p>Parents' views (summary reports)</p> <p>Pupils' views (summary reports)</p>	<p>Headteacher's role is to plan, implement and monitor the programmes for gathering evidence.</p> <p>Governors' role to ensure that parents' views are effectively canvassed.</p> <p>Leadership team to ensure pupils views are effectively gathered and analysed</p>

When	What	Key sources of evidence (How do we know?)	Roles
Term 3 (Y1)	Provision (teaching) This section is updated each year	Observation summary reports Work scrutiny summary reports Parents' views (summary reports) Pupils' views (summary reports) Scrutiny of maths and writing against age-related expectations.	Headteacher plans and monitors programme of observation and of work scrutiny. Links programme with performance management where appropriate. See TALK and LAMP guidance on evaluating and improving learning and teaching. Subject leaders carry out their roles within the programme. Governors and full staff receive monitoring summary reports.
	Overall effectiveness		
Term 1 (Y2)	How well do pupils achieve? This section is updated each year		
	How well do pupils achieve?	See term one year 1 above	See term one year 1 above
Term 2 (Y2)	Provision (care and curriculum) These sections are updated each 2 years	Subject policies and schemes Long, medium and short-term planning Lesson observation summaries Work scrutiny summaries Parents' views (summary reports) Pupils' views (summary reports) Question-level analysis of tests and tasks to ascertain strengths and weaknesses in provision (using RAISEonline or other methods)	Headteacher or designated senior leader establishes overall school curriculum map and makes arrangements for preparation and monitoring of curriculum planning. Subject leaders ensure effective planning of each subject Governors consider draft policies and schemes
Term 3 (Y2)	Leadership and management	All monitoring summary reports Parents' views Pupils' views	Headteacher ensures roles and responsibilities are clarified, communicated and implemented consistently and effectively. Ensures on-going training in roles Headteacher ensures that monitoring findings are acted upon through SDP etc. Other leaders and governors carry out their responsibilities within this policy.
	Overall Effectiveness		

BROOKHILL LEYS PRIMARY SCHOOL						
SCHOOL DEVELOPMENT PLAN						
Improvement Priority (1,2 etc)		Context of the priority (<i>where does it come from? Why is it a priority?</i>)				
Lead Responsibility: (staff and governors)						
Success Criteria:		Evaluation (<i>How, by whom and what happened to the evaluation information?</i>)				
Tasks	Personnel Involved	Method	Resource Implications	Timeline	Monitoring Arrangements	Completion

Brookhill Leys Primary School- Notes of General Lesson Observation

Teacher:		Observer:	
Date:	Year:	Subject:	Duration:
Context:			

ASPECTS OF TEACHING	IMPACT ON LEARNING, ATTITUDES & BEHAVIOUR
Shows good subject knowledge and understanding in the way they present and discuss their subject	
Plan effectively, setting clear objectives that <u>pupils</u> understand	
Challenge and inspire <u>pupils</u> , expecting the most of them so as to deepen knowledge and understanding	
Use methods which enable all pupils to learn effectively	
Use homework effectively to reinforce/extend school learning	

Manage <u>pupils</u> well and insist on high standards of behaviour	
Use time, support staff & other resources , especially ICT, effectively	
Assess <u>pupils'</u> work thoroughly & use this to help and encourage pupils to overcome difficulties	

Classroom and its impact on learning
Looking at pupils' work

STRENGTHS	AREAS FOR DEVELOPMENT
ADVISE FOCUS ATTENTION ON	
Any comments by observee	
Observee signature	Observer signature
Date:	Date:

Brookhill Leys Primary School- Notes of Focused Lesson Observation

Teacher:		Observer:	
Date:	Year:	Subject:	Duration:
Context:			

TEACHING STRATEGIES		IMPACT ON PUPILS' LEARNING & ATTITUDES & BEHAVIOR	
Classroom and its impact on learning (<i>Display, layout, resources, organisation, pupil attitude/work ethos</i>)			
Looking at pupils' work (<i>outcomes – what do children do and achieve?</i>)			
STRENGTHS		AREAS FOR DEVELOPMENT	
Advise focus attention on:			
Any comments by observee			
Observee signature		Observer signature	
Date:		Date:	

Brookhill Leys Primary School

Rolling programme of observations and related activities

Literacy, mathematics and science need to be observed on an annual basis, ICT and RE should also be observed regularly. Foundation subjects need only be monitored on a 3-yearly basis, but a range of activities can be spread out over the 3 years. It may be that foundation subject leaders would prefer to do a half day of observations each year rather than in a block, but 6 per three years should be ample. These need to be planned around the core subject rotation. A suggested timetable is...

Activity	Year 1 (2007-8)	Year 2 (2008-9)	Year 3 (2009-10)
Performance Management and HT observations	Summer Term	Summer Term	Summer Term
Literacy observations and work scrutiny	Autumn (observe Years 3 and 6)	Spring (observe years 2 and 5 plus F2)	Spring (observe Years 1 and 4)
Literacy agreement trialling -writing	Autumn	Spring	Summer
Mathematics observations and work scrutiny	Spring (observe Years 1 and 4)	Autumn (observe Years 3 and 6)	Autumn (observe Years 2 and 5 plus R)
Mathematics agreement trialling	Spring	Summer	Autumn
Science observations and work scrutiny	Autumn (observe Years 2 and 5 plus R)	Spring (observe Years 1 and 4)	Spring (observe Years 3 and 6)
Science agreement trialling	Summer	Autumn	Spring
ICT observations/ work scrutiny	Spring (Y 3 & 6)	Autumn (F2, Y2 & 5)	Autumn (Y 1 & 4)
RE observations/ discussions with pupils	Autumn (Y1 & 4)	Spring (Y 3 & 6)	Spring (YR, 2 & 5)
History	Resource audit/ Demonstrations/WA	Observations	Work scrutiny
Geography	Work scrutiny	Resource audit Demonstrations/WS	Observations
Music	Observations	Demonstrations/WS	Resource audit
Art	Resource audit Demonstrations/WA	Demonstrations/WS	Work & display scrutiny
Design & Technology	Work scrutiny	Resource audit Demonstrations/WS	Observations
PE	Demonstrations/WA	Observations	Resource audit
PSHE/Citizenship	Observations	Resource audit	Demonstrations/WA

