



Corringham Primary School – Lesson dips

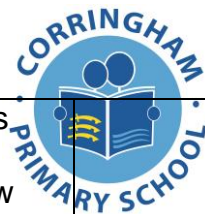


Support questions and guidance

Date: _____ of visit _____ **Subject::** _____

Undertaken by: __ who are you? _____ **Class:** _____ which class are you visiting/referring to? _____

Focus	Comments	
Learning Environment	Is the subject visible in the learning environment? Is it promoted? Display? How does the learning environment support learning in the subject? Is the setting/environment supportive for learning?	In these sections, you record the updated information you have gathered following a follow up visit – after you have carried out your feedback and delivered further actions. Record the impact of your feedback and actions. What can you now see as a result?
Learning Behaviours	What are attitudes to learning like? Do they enjoy this subject – why/why not? (ask them) Are they all engaged? Do they question? Are they keen to learn? Do they work well individually? Collaboratively? Do they show resilience? Organisation? Challenge on another? Work hard? Complete a good amount of work?	
Planning	LO – is it skills based – linked to the subject? Is it part of the curriculum for your subject? Is it clear? Do children understand it? Are success criteria clear and known by children? Pupil voice - What are you learning? How will you be successful/demonstrate success? What is helping you in your learning? Is the learning correctly pitched at this year group (year group expectation?) Is the lesson relevant - based on prior assessment (do the children already know the knowledge/skill?) Is the lesson linked to a sequence of learning? Is the lesson well organised/resourced? Are other adults used effectively? Do the children have enough time? Space? Is subject knowledge good/accurate/deep?	
Level of Challenge	Challenge for all - Pupil voice - Is this about right for you? Too hard? Too easy? What makes it hard/easy? (ask a few children – vary pupil group – male/female/PP/SEN/MA) Is questioning used effectively – challenging and probing? Are all pupils expected to participate (including in questioning)? What are the opportunities for challenge/extension for more able pupils? Is there effective support for pupils who need additional support?	
Assessment Data	How is assessment for learning being used within the lesson? How is feedback being shared (verbal and recorded/written)? Is it effective? Do pupils know how well they are doing/what they do well I your subject and what they need to improve/work on? (pupil interview) Are pupils invited to join in with assessment – self and peer? (See it? Ask it) What does the data for the subject for this cohort look like? Can you see the expected number of children working at greater depth within the subject? At the expected standard? Does this match the data in formative assessment?	
Children's Work	What is the quality of the pupil's work in the lesson? In previous lessons for your subject?	



	Do they produce a good amount of work? Is it always finished? Does the presentation meet expectations? Is it varied in form (written/diagrams/tables/maps/text types)? Is it regular? Does it show the content of the timetable you would expect (number of pieces)? Can you see progress of your subject? Is it marked to the same standard? Does marking inform child of success? Are misconceptions addressed?
Evaluation	What do you conclude about the quality of teaching and learning in the classroom for your subject? Strengths? Areas for further improvement?
Future actions	What do you need to do as a subject leader as a result of your findings?
Follow up undertaken on: Date when you will follow up on the actions for this class. (write the updated findings in the right hand column)	

Summary report (support sheet)

(summarise what you found about your subject)

Subject: _____ Date: _____

Focus	Comments
Learning Environment	Overall – what are the key messages about what you saw? How effective are learning environments for your subject?
Learning Behaviours	Overall, what are attitudes to learning for your subject like?
Planning	Overall, how well do teachers plan for the subject? Is the curriculum delivered effectively? Do they use resources effectively? Are other adults used effectively? Is subject knowledge good/clear/accurate/deep? Are lessons engaging/interesting? Is planning progressive across time – within year groups/from year group to year group?
Level of challenge	How well are children challenged in your subject? Are more able pupils challenged in your subject? How well are children supported in your subject? How deep is the questioning in your subject? How hard are pupils expected to work in your subject?
Assessment Data	Overall what does the data look like for your subject? Are you happy that the summative data and the evidence you have seen matches up? How well are assessment strategies used to inform teacher assessment? How effective is feedback? Do pupils know what they do well and how to improve? How do they know? Are pupils involved in assessment (peer/self)
Children's Work	How do the books reflect your subject? Do books show the amount of work as you would expect? Do books demonstrate curriculum coverage? (wide variety of skills/knowledge/contexts)



	<p>What is the quality of presentation?</p> <p>What do the books demonstrate about expectations in your subject? (work finished, well presented, good amount of work in lesson)</p> <p>Is marking for your subject meeting expected standards – is success clear and misconceptions addressed?</p> <p>Do books reflect progression across year groups/across time?</p>
Evaluation	<p>How would you evaluate your subject? (take a look at teaching and learning statements in Ofsted handbook)</p>
Future actions	<p>What will you now do with this information?</p> <p>What are your key actions?</p> <p>How will you communicate to staff?</p> <p>What are your priorities for improvement? How will you do this?</p>