

Evidence form – Scrutiny of work prompt

Inspection N ^o	Inspector's OIN	Date	Time of day	EF N ^o	
		/ /			
Observation type (please tick one box only)					
Lesson observation		Work analysis	X	Discussions	Other
Focus (inspection trail or main purpose of the activity) What is aspects of achievement, teaching and pupils' attitudes is the scrutiny to focus on?		Context (lesson objective or description of activity) What is the scope of the exercise? What is the range of work being examined? What time period does the work being examined cover? Complete year group, ability groups and subject boxes.			
Information gathered for lesson observations only					
Year group (s)	Grouping (see footnote ¹)	MC SU SA SL O	Gender B G MI	Subject codes	Present /NOR
Evidence Achievement Attainment: What levels are pupils working at? Are they below, in line with or above those expected for their age? Progress: What level (National Curriculum / P scale) were pupils working at 3 or 6 or 9 months ago? Have they made slow, expected, good or rapid progress? Include an evaluation of the range of skills pupils are developing in the subject which forms the focus of the scrutiny. <u>Include telling examples of the gains in skills and knowledge pupils have made/or illustrate lack of progress.</u>					
Teaching How high are expectations of presentation and handwriting? How well do the tasks which have been set for pupils build on previous learning? Are tasks too easy, have the right level of challenge or are they too hard? Is there a variety of work that maintains pupils' interest? Include examples of the range/quality of resources used. How effectively are tasks reshaped or modified to help pupils overcome misunderstandings? Do marking and the comments that teachers make result in pupils improving their work and making faster progress?					
Behaviour and safety Do pupils present their work neatly? Is their work set out appropriately and well organised? Do pupils look after their books? Do they take pride in their work? How well do pupils respond to, and benefit from, comments their teacher makes on their work?					
Leadership and management How stimulating is the curriculum? Are the topics/themes being covered interesting and engaging? Is there evidence that pupils' work is being monitored by senior leaders? How do senior leaders' views, of pupils' work, compare with those of inspectors?					
Evidence of SMSC Does the work in pupils' books illustrate their SMSC development? In English, is their writing growing in confidence, are they developing an awareness of points of view and a balanced argument, is there evidence of a growing appreciation of poetry or literature? In mathematics, do pupils appreciate patterns and relationships and respond to increasing challenge? In science, do pupils explore topics that allow them to reflect on growth/life; in history do they appreciate the achievements of past civilisations, and in geography do they reflect on the environment?					
Evaluation How well are pupils learning and making progress? What are the key strengths and weaknesses of the teaching that are having the greatest impact on learning and progress? What impact are pupils' attitudes to learning having on their progress? How effective is the curriculum in stimulating interest, enjoyment and engagement in order to promote good learning and progress?					
Use for grades if there is sufficient evidence:				Time spent in this lesson (mins)	
Achievement of pupils		Quality of teaching		Running EF?	Y N
Behaviour and safety of pupils		Leadership and management		No of lessons included in running EF	
NQT		ITE route		If yes, cumulative time (mins)	
ITE provider				Special focus, complete if necessary	

¹ Grouping codes: MC = Mixed ability class; SU = Setted, upper ability; SA = Setted, average ability; SL = Setted, lower ability; O = Other

