



Monitoring, Evaluating & Reporting

Support for School Leaders

Updated January 2026



Curriculum
& Assessment



Reading Lesson Visit

Date		Year Group	
Teacher/Adult		Teaching Assistant	
Conducted By			

Focus and Context of Lesson

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Notes: *Capture what you can see happening in the lesson. You may want to make a note of running time. Use the grid on the next page as a reference tool.*

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Consider

Behaviour for Learning	Appropriate Scaffolding	Teaching and Learning
<ul style="list-style-type: none">• High expectations of pupils, including sustained attention during reading, listening and discussion, with clear routines established for reading aloud, independent reading and partner talk.• High level of pupil engagement, with all pupils actively thinking, responding and participating in reading through inclusive strategies (e.g. choral response, structured partner talk).• Industrious atmosphere e.g. quiet working when appropriate, partner talk, group work, where talk is purposeful, text-focused and supports comprehension.	<ul style="list-style-type: none">• Expectations are high for all children, with all pupils accessing ambitious, high-quality texts supported through explicit teaching.• Work is pitched appropriately, and teaching is adaptive, in response to ongoing assessment of decoding, fluency, vocabulary knowledge and comprehension.• Considered and meaningful scaffolding promotes independence, with scaffolds (e.g. sentence stems, guided questioning, pre-teaching vocabulary) deliberately reduced over time to enable independent application.• Effective modelling helps pupils to develop prosody, monitor comprehension, interrogate and question texts and make connections, including explicit modelling of fluent reading (accuracy, automaticity, expression and phrasing) and strategic thinking such as predicting, clarifying and summarising.• Appropriate resources and support enable all children to reach their full potential, with targeted intervention sharply focused on identified gaps (e.g. phonics, fluency or vocabulary) and delivered with fidelity to agreed programmes.	<ul style="list-style-type: none">• Secure subject knowledge, particularly in relation to early reading, fluency, vocabulary instruction and comprehension strategy teaching.• Lesson forms part of coherent and logical teaching sequence, within a carefully sequenced, knowledge-rich curriculum where texts are selected to deliberately build background knowledge and cultural capital over time.• Appropriate organisation ensuring pupil engagement and progress, with clear reading routines and maximised time spent engaged with text.• There are opportunities to retrieve prior learning, including previously taught vocabulary, text knowledge, genre features and background knowledge to strengthen long-term memory.• Opportunities to build on background knowledge, with necessary contextual knowledge explicitly taught to support comprehension.• Vocabulary is taught, modelled, practised and used, with deliberate selection of Tier 2 and Tier 3 vocabulary, explicit explanation, repeated exposure and application in discussion and writing.• Self-correction (comprehension monitoring) is modelled by adults and used by pupils.



Questioning	Other Adults	Environment
<ul style="list-style-type: none">● Effective, specific questioning deepens pupils' understanding, with questions carefully sequenced from literal retrieval to inference, interpretation and consideration of author intent.● Questioning drives productive discussion about language and ideas in the text, requiring pupils to justify responses with precise reference to the text.● Teachers effectively check for understanding, using responsive teaching to address misconceptions in decoding, fluency, vocabulary or comprehension.● Effective strategies to support children's thinking are in place (clarifying, give time, simplify, repeat, rephrase), while maintaining cognitive challenge and focus on the text.● Prior learning is activated, including prior knowledge of texts, themes, vocabulary and wider curriculum content.● There is a clear difference between questions used for discussion and those for assessment, with assessment questions explicitly aligned to curriculum objectives and used to inform next steps.	<ul style="list-style-type: none">● Effective, targeted deployment of other adults, aligned to curriculum priorities and identified pupil need (e.g. phonics, fluency rehearsal, vocabulary reinforcement).● Engagement with learners facilitates independence, with adults prompting pupils to think and return to the text.● Well trained, appropriate subject knowledge, particularly in early reading pedagogy, fluency development and agreed intervention approaches.● Adults model fluent reading, including prosody, demonstrating expression, phrasing and attention to punctuation to support meaning-making.	<ul style="list-style-type: none">● Working walls, reflecting current texts, explicitly taught vocabulary and key knowledge that supports comprehension.● Accessible resources, that enable pupils to independently apply reading strategies and vocabulary in discussion and written responses.● High quality 'back and forth talk', structured to develop vocabulary precision, reasoning and evidence-based responses.● Promotion of reading in environment, including visible encouragement of reading for pleasure and exposure to diverse, high-quality texts.● Appealing selection of books to promote reading, carefully curated to broaden knowledge, reflect diverse voices and support sustained reading engagement.● The learning environment offers calm, in which pupils can listen well and respond clearly, without distraction. Noise levels are appropriate to the task, supporting attentive listening during reading and discussion and enabling pupils to hear and attend to fluent modelling of text.

STAMPED



Next Steps: *Include action points that recognise effective practice in place that could be shared with colleagues, as well as areas for development.*

Empty rectangular box for notes or action points.

SAMPLE



Maths Discussions With Staff

Date		Conducted By	
Teacher/Adult			

Ask a range of questions to determine	
How the school's maths curriculum/scheme informs their choices about content and sequencing to support pupils' learning. E.g. consideration of prior learning, using formative assessment to adapt teaching, CPA approach, use of sentence stems etc.	
Do you have to make any adaptations for children in your class? If so, tell me about some of them and the impact they have on learning.	
How the training and support that they receive helps them to deliver a high-quality, evidence-informed maths curriculum. What are the CPD needs?	
How agreed assessment practices are implemented and analysed and whether there is any support needed.	



Next Steps: *Include action points that recognise effective practice in place that could be shared with colleagues, as well as areas for development.*

Empty rectangular box for notes or action points.

SAMPLE



Wider Curriculum Evaluation of Monitoring

Date		On (date shared)	
Outcomes from this document reported to/shared with (e.g. Senior Leaders, Teachers, All Staff, Governors)			

Area	Key Strengths	Key Areas for Development
Learning Walk		
Pupil Voice		
Whole-School Work Scrutiny		
Discussion With Staff		
Subject Leader Questions		



Whole-School Next Steps: *Include action points that recognise effective practice in place that could be shared with colleagues, as well as areas for development.*

Empty rectangular box for content.

SAMPLE



PSHE Subject Leader Questions

Questions to Consider	
Use these questions to ensure that you are confident to talk about your subject in conversation with SLT and key stakeholders or during inspection.	
What did you learn from your last monitoring activities and what action did you take?	
What is working well? What are the strengths of the PSHE curriculum?	
What are your key priorities for this year?	
How do you, as subject leader, ensure the PSHE curriculum is well sequenced?	
How is practice and the revisiting of prior learning built into long term planning?	
How does learning build progressively?	
How do the teachers ensure the children have learned the content set out for them?	
What happens when a year group falls behind in coverage?	
How is assessment used to inform planning?	
How are the foundations for PSHE taught and developed in PSED?	



How do you ensure planned vocabulary is taught, practised and applied?	
How do you ensure that all children are challenged and supported?	
What support is in place for pupils working below the expectations of your planned curriculum?	
How do you ensure a pupil who is behind in reading is able to access the PSHE curriculum?	
What CPD have you and your staff had and what has been the impact?	

Next Steps: *Include action points that recognise effective practice in place that could be shared with colleagues, as well as areas for development.*

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SAMPLE

