

**Teaching and Learning Policy**

**Aim**

The purpose of this policy is to help all members of the school community understand the process involved in ensuring quality teaching and learning at Torkington Primary School. It is intended to give guidance on, and in doing so lay down expectations of ‘outstanding practice’ and explains how this is monitored.

Individual subject policies provide further breakdown of how this policy will be implemented across all aspects of teaching and learning.

The elements in the following table are what we perceive to be the essentials of high quality teaching. They evolved from a pupil voice project ‘What makes Learning Terrific at Torkington?’ which was driven by the Learning Council, then shared and informed further by the views of the parents.

**Monitoring and effectiveness of the policy**

The effectiveness of this policy will be reviewed annually or when the need arises and the necessary recommendations for improvements will be made to Governors.

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**Headteacher:** Mr A Buckler

**Date:** December 2014

**Reviewed:** July 2015

Chair of Governors:

**Date:** September 2015

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| **Core Principles**  | **Staff** | **Pupils****Terrific Classroom** | **What outstanding ‘looks like’***Ofsted key Judgements – Sept 2015* 1. *overall effectiveness*
2. *effectiveness of leadership and management*
3. *quality of teaching, learning and assessment*
4. *personal development, behaviour and welfare*
5. *outcomes for pupils*
 | **How we achieve this – self audit****✓ = emerging ✓✓ = met ✓✓✓ = exceeding**  | **Useful references** | **How we** **monitor it** |
| Classroom enables the children to be independent learners – resources, routines,  | Growth Mind-set, British Values and SMSC reflected in displays – key vocabulary, PSHE programme | Classroom personalised to the children - photographs, names, interests | Learning Walls reflect current learning and children actively use them to support their learning. | Classroom enables pace of lesson and effective learning – well organised, uncluttered, clear routines |  |  |
| **Classroom*****Climate for learning*** | Learning Walls are age appropriate, owned and led by the children | Learning Walls being used by the children | Effectiveness of leadership and management Pupils’ spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school’s work. |  |  |  |  |  | * Learning wall guidelines
* SEND protocol – quality first teaching
 | The monitoring of all aspect of Teaching and Learning at Torkington is carried out by SLT and SMT through a number of ongoing routines:* Half termly soft monitoring of core subjects
* Regular ‘Walkabouts’ by SLT
* Pupil Progress meetings
* Vulnerable group meetings
* In house analysis of school data
* External SIP checks including annual achievement visit and analysis of data
* Link Governor visits
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| Displays accessible to children and a celebration of the children’s achievements | Colourful and welcoming. |
| Relevant accessible resources | Tidy and everything in a place you can find it. |
| Fun and useful things that you can learn from. |
| Good quality corporate furniture which gives a Torkington feel |  |
| Quiet or calm spaces | Personal space for each child |
| Routines visible to the children – visual timetables class rules and class responsibilities  |  |
| Classroom reflects the children in the class – personalities, needs and promotes British Values- Good to Be Green, Growth Mindset, PSHE SMSC |

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| **Core Principles**  | **Staff** | **Pupils****Terrific Teacher** | **What outstanding ‘looks like’***Ofsted key Judgements – Sept 2015* 1. *overall effectiveness*
2. *effectiveness of leadership and management*
3. *quality of teaching, learning and assessment*
4. *personal development, behaviour and welfare*
5. *outcomes for pupils*
 | **How we achieve this – self audit****✓ = emerging ✓✓ = met ✓✓✓ = exceeding** | **Useful references** | **How we** **monitor it** |
| Relationships built on respect and care – Good to Be Green, GMS, SMSC, PSHE | Learning culture – staff engage in CPD and seek opportunities for personal study / research and peer to peer to peer learning. | Expectation are high and communicated to the children. | Planning and assessment in line with agreed format and expectations. | Safeguarding – pupils feel safe and all agreed procedure are understood and followed.  |  |  |
| **Teacher*****Attitudes to learning******Expectations*** | Is adaptable, flexible, curious and reflective Regularly engage in learning conversation with colleagues  | Happy and smiley and can take a joke. | ***Effectiveness of leadership and management*** Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary. The school’s actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils’ welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.Quality of teaching, learning and assessment Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils’ experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Pupils love the challenge of learning.Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils’ attitudes to learning. |  |  |  |  |  | * Good to be Green behaviour policy
* Teachers Standards
* Job description
 | The monitoring of all aspect of Teaching and Learning at Torkington is carried out by SLT and SMT through a number of ongoing routines:* Half termly soft monitoring of core subjects
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| Creates safe relationships which facilitate learning – children will take risks and learn with you. All feel valued as individuals. | Fair and listens to the children. |
| Kind and respectful and has no favourites. |
| Monitors all children’s learning because they know how to draw the best from each individual |  |
| Is a learner and enjoys learning alongside the children and staff. | Reliable and consistent |
| Has high expectations of themselves and the school |  |
| Understanding of groups of children in their class and how to adapt their practise to improved outcomes. | Believes in you and understands who you are. |
| Excellent subject knowledge and pedagogy. Knows what they are talking about! |  |
| Directs and deploys other adults effectively |  |
| Misses no opportunities to enhance learning – always watching for a magic moment!  |  |

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| **Core Principles**  | **Staff** | **Pupils****Terrific Lesson** | **What outstanding ‘looks like’***Ofsted key Judgements – Sept 2015* 1. *overall effectiveness*
2. *effectiveness of leadership and management*
3. *quality of teaching, learning and assessment*
4. *personal development, behaviour and welfare*
5. *outcomes for pupils*
 | **How we achieve this – self audit****✓ = emerging ✓✓ = met ✓✓✓ = exceeding** | **Useful references** | **How we** **monitor it** |
| Child led enquiry – topic planning in line with agreed process / planning flexible to meet needs / interests | Skills led topic planning – skills known and reviewed by children.  | Good subject knowledge – planning / teaching show that misconceptions are identified and dealt with..  | Lessons allow reflection – start and end of the lesson. Effective questions facilitate this. | Lessons offer a variety of opportunities for children to work in different groups, contexts and areas of school..  |  |  |
| **Lesson*****Learning******Teaching that leads to progress******Attainment of pupils in English and Maths*** ***Strategies for teaching that match pupils’ needs*** | Stimulating activities that are multi-sensory and linked to children’s interest. | Variety of resources | *Effectiveness of leadership and management* The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.Teachers provide adequate time for practice to embed the pupils’ knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.*Quality of teaching, learning and assessment* Teachers demonstrate deep knowledge and understanding of the subjects they teach.They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils’ common misconceptions and act to ensure they are corrected.Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils’ behaviour highly effectively with clear rules that are consistently enforced.Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities. |  |  |  |  |  | * Feedback and Marking policy
 | The monitoring of all aspect of Teaching and Learning at Torkington is carried out by SLT and SMT through a number of ongoing routines:* Half termly soft monitoring of core subjects
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| Working outside the classroom |
| You can feel the learning! Children are engaged, immersed, involved, on task and focused on their learning.Has a clearly defined purpose and outcomes. | Surprises and unexpected things  |
| Learners needs identified in planning – vulnerable groups, intervention, misconceptions | Working in different groups with different adults  |
| High expectations of children and staff. |  |
| Good pace and flexible to the needs of the children. | Choices in how we learn and what we are learning  |
| Teacher’s subject knowledge supports and extends the children’s learning. |  |
| Effective talk – questioning, discussion, dialogue, collaboration, pupil to pupil, teacher to pupil  |  |
| Rapid accelerated progress made |  |
| Children lead their learning - empowering children as learners, investigate own line of enquiry  |  |
| Behaviour for learning understood, demonstrated and verbalised by the children - linked with Growth Mindset skills  |
| Time given at the beginning and the end of the lesson for children to respond top feedback and reflect on their learning.  |

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| **Core Principles**  | **Staff** | **Pupils****Terrific Feedback and Marking** | **What outstanding ‘looks like’***Ofsted key Judgements – Sept 2015* 1. *overall effectiveness*
2. *effectiveness of leadership and management*
3. *quality of teaching, learning and assessment*
4. *personal development, behaviour and welfare*
5. *outcomes for pupils*
 | **How we achieve this – self audit****✓ = emerging ✓✓ = met ✓✓✓ = exceeding** | **Useful references** | **How we** **monitor it** |
| All worked marked in line with agreed policy | Marking informs planning – annotated and adapted planning. | Lesson structure- daily opportunities given for children to respond to verbal and written feedback  | Regular peer and self-assessment opportunities planned.  | Opportunities planned for children to explain their learning to each other.  |  |  |
| **Feedback and Marking*****Checking of understanding******Assesment for Learning***  | Immediate, where possible, and personalised. | Personalised comments. | *Quality of teaching, learning and assessment* Teachers check pupils’ understanding systematically and effectively in lessons, offering clearly directed and timely support.Teachers provide pupils with incisive feedback, in line with the school’s assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve. |  |  |  |  |  | * Target setting policy
* SEND and Inclusion policy – support plans
* Homework policy
* English and Maths policies
* National Curriculum
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| Consistent, of high quality, honest and constructive. | Positive comments when deserved  |
| Feedback is a learning conversation between the children, teachers, other adults, peers and themselves. Children enjoy and are interested in talking about their learning. | Occasional child to child marking ( peers and self-assessment and with different children) |
| Marking is diagnostic. The teacher recognises successes and improvements needed and so do the children. ‘Better’ Blue Pen used effectively. | Next steps, challenges and extensions. |
| Children can talk about their own targets. | Verbal feedback given when needed. |
| Learning Intentions and success criteria are used to evaluate learning. |  |

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| **Core Principles**  | **Staff** | **Pupils****Terrific** **Learners**  | **What outstanding ‘looks like’***Ofsted key Judgements – Sept 2015* 1. *overall effectiveness*
2. *effectiveness of leadership and management*
3. *quality of teaching, learning and assessment*
4. *personal development, behaviour and welfare*
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 | **How we achieve this – self audit****✓ = emerging ✓✓ = met ✓✓✓ = exceeding** | **Useful references** | **How we** **monitor it** |
| Good to Be Green behaviour process followed.  | Lesson have many opportunities for children to explain their thinking / learning and next steps. | Growth Mindset modelled by staff and vocabulary displayed and used as part of daily learning conversations. | British Values used and displayed in line with agreed policy and SMSC agenda. | PSHE scheme of work is followed – overview annotated  |  |  |
| **Learners** ***Behaviours for*** ***Learning - links with Singapore Maths*** | Is able to work as part of a team and explain debate and discuss their work. Respect other people’s points of view.  | Shows teamwork.Listens and learns from each other. | Personal development, behaviour and welfarePupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.Pupils discuss and debate issues in a considered way, showing respect for others’ ideas and points of view.Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education...Pupils value their education and rarely miss a day at school.....Pupils’ impeccable conduct reflects the school’s effective strategies to promote high standards of behaviour. Pupils are **self-disciplined.** Incidences of low-level disruption are extremely rare.Pupils’ spiritual, moral, social and cultural development equips them to be **thoughtful,** caring and active citizens in school and in wider society.For individuals or groups with particular needs, there is sustained improvement in pupils’ behaviour. Where standards of behaviour were already excellent, they have been maintained. Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.The school’s open culture actively promotes all aspects of pupils’ welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.Quality of teaching, learning and assessmentPupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities. Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.*Effectiveness of leadership and management* Leaders’ work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff’s vigilance, confidence and competency to challenge pupils’ views and encourage debate. |  |  |  |  |  |  | The monitoring of all aspect of Teaching and Learning at Torkington is carried out by SLT and SMT through a number of ongoing routines:* Half termly soft monitoring of core subjects
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 |
| Highly motivated in their work. Shows an excellent attitude to their learning.  | Tries and tries again and shows determination.  |
| Values their education and have high aspirations. They apply their learning independently – enquiry led learning evident | Wants to do well and has goals they want to achieve. |
| Confident and self-assured in their learning. They take pride in what they do.  | Happy and enthusiastic to learn new things. Takes risks with a smile.  |
| Responds and acts on feedback and is able to discuss and reflect upon their learning.  | Thinks about their learning and is reflective. |
| Respond quickly to instructions and requests. They respect the environment they work in and the people they work with.  | Shows responsibility for their equipment, actions and learning.  |

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## Grade descriptors for overall effectiveness

## Outstanding (1)

* The quality of teaching, learning and assessment is outstanding.
* All other key judgements are likely to be outstanding. In exceptional circumstances one of the key judgements may be good, as long as there is convincing evidence that the school is improving this area rapidly and securely towards outstanding.
* The school’s thoughtful and wide-ranging promotion of pupils’ spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.
* Safeguarding is effective

## Grade descriptors for the effectiveness of leadership and management

Note: Grade descriptors are not a checklist. Inspectors adopt a ‘best fit’ approach that relies on the professional judgement of the inspection team.

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| **Outstanding (1)*** Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
* Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
* The school’s actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
* Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.
* Leaders and governors have a deep, accurate understanding of the school’s effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
* Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers’ improvement. Teaching is highly effective across the school.
* Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
* The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.
* Pupils’ spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school’s work.
* Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
* Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils’ welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
* Leaders’ work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff’s vigilance, confidence and competency to challenge pupils’ views and encourage debate.
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## Grade descriptors for the quality of teaching, learning and assessment

Note: Grade descriptors are not a checklist. Inspectors adopt a ‘best fit’ approach that relies on the professional judgement of the inspection team.

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| **Outstanding (1)*** Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils’ common misconceptions and act to ensure they are corrected.
* Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils’ behaviour highly effectively with clear rules that are consistently enforced.
* Teachers provide adequate time for practice to embed the pupils’ knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
* Teachers check pupils’ understanding systematically and effectively in lessons, offering clearly directed and timely support.
* Teachers provide pupils with incisive feedback, in line with the school’s assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
* Teachers set challenging homework, in line with the school’s policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
* Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
* Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils’ attitudes to learning.
* Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
* Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
* Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
* Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils’ experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Pupils love the challenge of learning.
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## Grade descriptors for personal development, behaviour and welfare

Note: Grade descriptors are not a checklist. Inspectors adopt a ‘best fit’ approach that relies on the professional judgement of the inspection team.

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| **Outstanding (1)*** Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
* Pupils discuss and debate issues in a considered way, showing respect for others’ ideas and points of view.
* High quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
* Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
* Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
* Pupils’ impeccable conduct reflects the school’s effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
* For individuals or groups with particular needs, there is sustained improvement in pupils’ behaviour. Where standards of behaviour were already excellent, they have been maintained.
* Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
* Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
* The school’s open culture actively promotes all aspects of pupils’ welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
* Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
* Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.
* Pupils’ spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.
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## Grade descriptors for outcomes for pupils

Note: Grade descriptors are not a checklist. Inspectors adopt a ‘best fit’ approach that relies on the professional judgement of the inspection team.

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| **Outstanding (1)*** Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points.
* The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.
* Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
* Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Children in Year 1 achieve highly in the national phonics check.
* For pupils generally, and specifically for disadvantaged pupils and those who have special educational needs, progress is above average across nearly all subject areas.
* From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.
* The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly.
* Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.
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