**Teaching & Learning Link Governors Monitoring form**

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| **Ofsted Criteria** | **How well does school meet this criteria** | **Evidence** | **Impact** |
| Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils |  |  |  |
| In lessons, teachers develop, consolidate and deepen pupils’ knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning. |  |  |  |
| Teachers use their secure subject knowledge to plan learning that sustains pupils’ interest and challenges their thinking. They use questioning skilfully to probe pupils’ responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils’ strengths. |  |  |  |
| Teachers give pupils feedback in line with the school’s assessment policy. Pupils use this feedback well and they know what they need to do to improve. |  |  |  |
| Teachers develop pupils’ reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words. |  |  |  |
| Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress. |  |  |  |
| Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities. |  |  |  |
| Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their |  |  |  |
| The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the expected progress and what their child needs to do to improve. |  |  |  |
| Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning. |  |  |  |