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Batley Grammar School – Teaching and Learning Visit

Created by Batley Grammar School



Teaching & Learning Visit

Effective planning, pace and challenge.

Outcome: **Strength**

*Curriculum has been formulated to enhance challenge for all.
The teacher has good knowledge of the subject/activity.
Work is differentiated to challenge students at a level appropriate to their ability.*

Strength

Comments:

Clear and effective planning in place which enabled learning to cross over two lessons taught by different teachers. CK has good subject knowledge which supports this transition.

0 0 0

Add +

Content introduced progressively

Outcome: **Embedded**

*The curriculum is sequenced to aid knowledge & skill acquisition.
6 PLC or DTTR followed and opportunities for low stakes testing are included in lessons.*

Embedded

Comments:

6PLC clearly in place and this structure helps support learning.

0 0 0

Add +

Descriptions provided for focus areas allows for prompts to be added for observers in relation to each aspect.

Outcome set
"T&L Visit"
Outcomes:
Strength
Embedded
Develop
Concern

Focus Areas
Effective Planning,
Pace and Challenge
Content Introduced
Progressively

Outcome set allows for easy analysis of areas of strength and development. Leaders are able to easily identify where support is needed and can use the stronger staff for coaching and peer observations.

An environment of high expectations

Outcome: **Strength**

The expectations & routines enable students to focus on learning. Students are challenged to improve learning through written & verbal comments made by the teacher. Thinking hard & other learning devices are used effectively to challenge learners to think deeply. Learning is scaffolded to ensure that high expectations are evident for all students.

Strength

Comments:

This was the second of a double lesson yet students remained focused. Clear routines in place which supports the learning of all students.

0 0 0

Add +

Systematic checking of understanding

Outcome: **Embedded**

Student understanding is checked systematically. Misconceptions are identified accurately & clear direct feedback is given and acted on. Teaching responds and adapts as a result of these checks. Assessment is used well to embed knowledge & inform teaching. The SoW has appropriate CPR/editing sessions integrated within it.

Embedded

Comments:

Lovely use of praise when students read out their work. I liked the way CK challenged some students to develop and improve their writing. When CK noticed some students missed similes from their work she took the time to revisit it.

0 0 0

Add +

Wider integration of skills

Outcome: **Develop**

Reading skills are highlighted to help provide access to the curriculum. The curriculum allows students to access knowledge and cultural capital. This refers to LORIC opportunities, SMSC links & careers.

Develop

Comments:

Students were encouraged to communicate in Think, Pair, Share however did students understand the relevance of this task? Maybe it could have been linked to wider ideas-careers perhaps.

0 0 0

Add +

All comments made within focus areas will pull through into the details section of reports. This means you don't have to click into individual records to be able to view and filter comments made by observers.

Focus areas allow for staff to engage with their records without being able to edit the observers' notes. Staff can use the "View" mode to add reflections, upload resources or create actions.

Outcome set
"T&L Visit"

Outcomes:
Strength
Embedded
Develop
Concern

Focus Areas

An environment of high expectations
Systematic checking of understanding
Wider integration of skills.

Leaders are able to easily identify where support is needed and can use the stronger staff for coaching and peer observations.

Focus Areas
Action
Cause for Concern?

Action Points

Actions

Comments:
Encourage students to speak more clearly so that other students can hear them read their responses.

▼ 0 0 0 **Add +**

Cause for Concern?

Cause for Concern? Outcome: No

No


Comments:
Comment Not Entered

▼ 0 0 0 **Add +**

Outcome set
"Cause for Concern?"
Outcomes:
Yes
No

This focus area and outcome allows for easy identification of staff who may need additional support.

This focus area could have an outcome of some key "next step" options such as: Repeat Observation; Coaching; CPD needed etc. For this example I have left it blank with the option to add comments. Comments pull through into the reports section also.



What would this
look like in
reports?

Values have been added to this outcome set which allows the system to generate averages from the results.

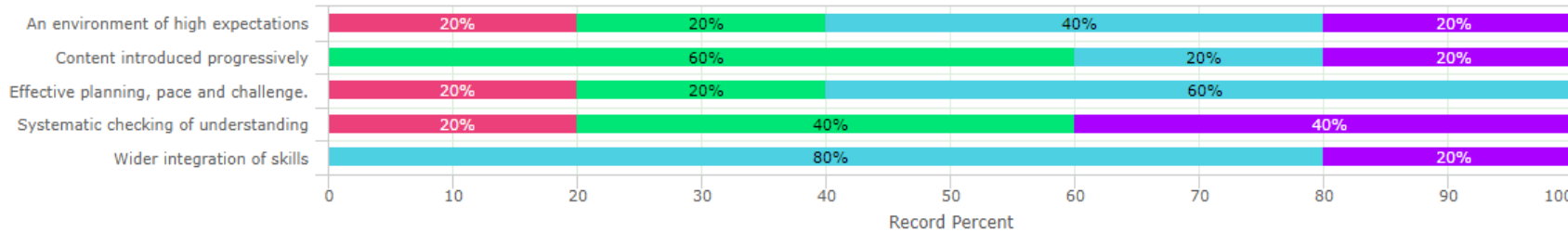
T&L Visit ?

Easy at a glance analysis for leaders to be able to evaluate where staff are currently working. It also allows for easy identification of staff strengths and areas for development. Leaders can then easily implement support and arrange for stronger staff to be coaches.

| Focus Area Name | Strength (%) | Embedded (%) | Develop (%) | Concern (%) | Record Count | Average Outcome |
|---|--------------|--------------|-------------|-------------|--------------|-----------------|
| An environment of high expectations | 20.0 | 20.0 | 40.0 | 20.0 | 5 | Develop |
| Content introduced progressively | 0.0 | 60.0 | 20.0 | 20.0 | 5 | Develop |
| Effective planning, pace and challenge. | 20.0 | 20.0 | 60.0 | 0.0 | 5 | Develop |
| Systematic checking of understanding | 20.0 | 40.0 | 0.0 | 40.0 | 5 | Develop |
| Wider integration of skills | 0.0 | 0.0 | 80.0 | 20.0 | 5 | Concern |
| Total | 3 | 7 | 10 | 5 | | |



T&L Visit



Strength (%) Embedded (%) Develop (%) Concern (%)

Outcome set
"T&L Visit"

Outcomes:
Strength
Embedded
Develop
Concern

Focus Areas

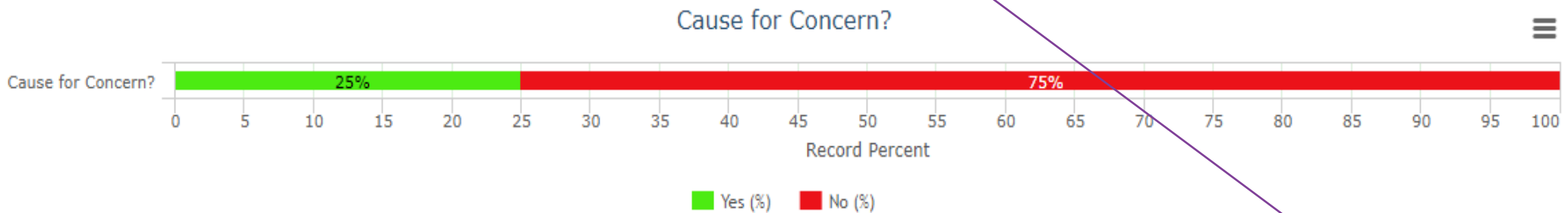
- An environment of high expectations
- Content introduced progressively
- Effective planning, pace and challenge
- Systematic checking of understanding
- Wider integration of skills

Focus Areas
Cause for Concern?

Outcome set
"Cause for Concern?"
Outcomes:
Yes
No

Cause for Concern? ?

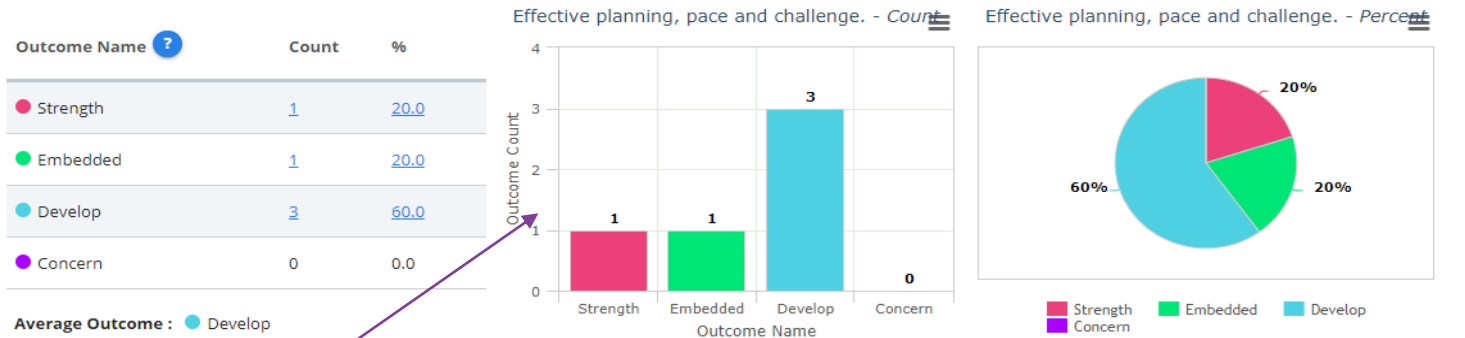
| Focus Area Name | Yes (%) | No (%) | Record Count |
|------------------------------------|----------|----------|--------------|
| Cause for Concern? | 25.0 | 75.0 | 4 |
| Total | 1 | 3 | |



Easy at a glance analysis for leaders to be able to evaluate where staff members are currently working at. Also a nice way to implement CPD and additional support for those members of staff who may need it.

Effective planning, pace and challenge. ?

Summary Information



Detailed Information

| Category | Faculty | Subject | Staff | | | |
|----------------------|--------------|--------------|-------------|-------------|-------|-------------------|
| Staff | | | | | | |
| Staff | Strength (%) | Embedded (%) | Develop (%) | Concern (%) | Total | Average Outcome ? |
| Clark; Ryan (RC) | 0 | 0 | 100.0 | 0 | 1 | ● Develop |
| Clark; Summer (SC) | 0 | 100.0 | 0 | 0 | 1 | ● Embedded |
| Fletcher; James (JF) | 0 | 0 | 100.0 | 0 | 1 | ● Develop |
| Killen; Cassie (CK) | 100.0 | 0 | 0 | 0 | 1 | ● Strength |
| Webb; Katie (KW) | 0 | 0 | 100.0 | 0 | 1 | ● Develop |

Focus Area

Effective planning, pace and challenge

Focus Area Reports

By clicking into a focus area (The blue title of the row within your table) you can see a detailed analysis of results. Charts and graphs can be exported if needed.

Outcome set "T&L Visit"

Outcomes:
Strength
Embedded
Develop
Concern

Detailed information

Filter results by category, faculty, subject or staff. This allows for easy identification.

This template has been replicated within a SISRA system. No members of staff from Batley Grammar School were harmed in the making of this template guide.