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example of this template
as a record.

Batley Grammar School – Work Scrutiny

Created by Batley Grammar School



Work Scrutiny

Incisive Feedback

*Books are marked using agreed criteria list.
Students respond appropriately to this feedback.*

Outcome: **Embedded**

Embedded

Comments:

Detailed feedback was evident. Could this have been condensed?

0 0 0

Add +

Knowledge and skills consolidated

*Over time books illustrate students are acquiring and consolidating knowledge & skills.
PLC's are updated according to student performance.*

Outcome: **Embedded**

Embedded

Comments:

Over time the books we observed today demonstrated that students were acquiring and consolidating knowledge and skills. Clear evidence of MAD time - sometimes this was in the form of self-assessment but seemed to be effective in helping students understand how to progress.

0 0 0

Add +

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

Focus Areas
Incisive Feedback
Knowledge and skills consolidated

Outcome set "Work Scrutiny"
Outcomes:
Strength
Embedded
Develop
Concern

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.

Developing knowledge over time Outcome: **Embedded**

*Clear progress is evident between year groups and termly through students books.
 Work is sufficiently challenging to ensure knowledge is deepened - evidenced through work that students do not always get correct.*

Embedded

Comments:

Students were beginning to use the feedback to improve their work and work was sufficiently challenging.

▼
🗨️ 0
🔗 0
📄 0
Add +

High expectations/excellent use of language Outcome: **Embedded**

*Work is presented well & reflects high expectations of students, using the PROUD model.
 Specific reading techniques are evident through work set.
 Quality/challenge of the work of students with similar ability is based on prior attainment.*

Embedded

Comments:

PROUD was evident in the books we observed today. Students take pride in their work showing the high levels of expectations RJ has.

▼
🗨️ 0
🔗 0
📄 0
Add +

Homework evident Outcome: **Develop**

*Homework set regularly in line with faculty policy.
 Homework enhances knowledge, skills & aids progress.*

Develop

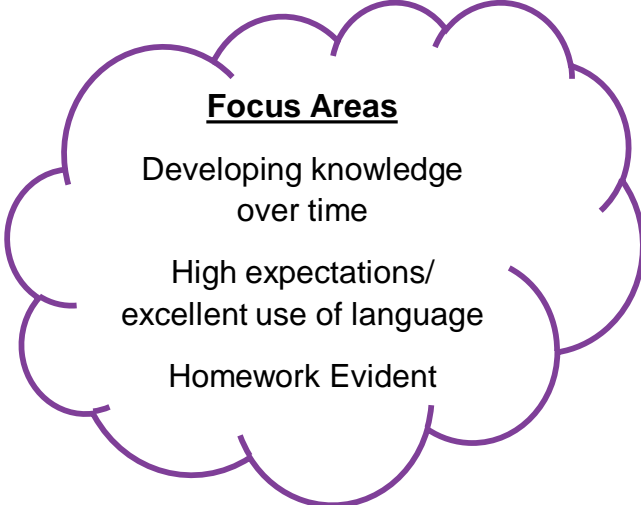
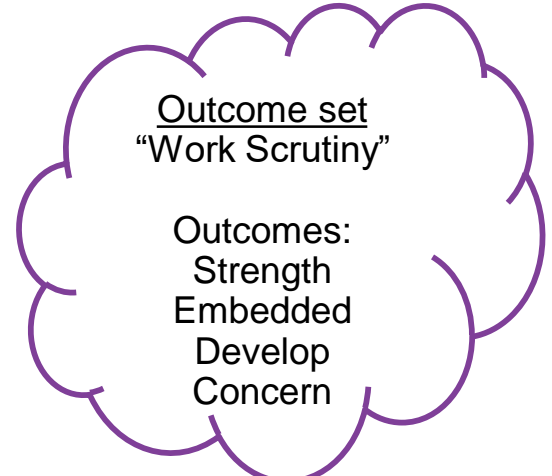
Comments:

Looking on GC it is clear that homework has been set and completed by some students. However, I cannot see how this has been assessed and returned to students and there were a large number of students who hadn't completed the tasks.

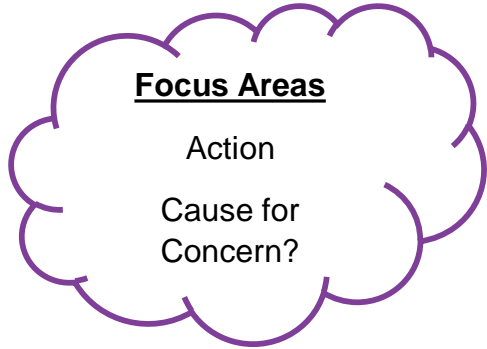
▼
🗨️ 0
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📄 0
Add +

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.



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



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

Action Points

Actions

Comments:
Comment Not Entered

▼ 0 0 0 **Add +**

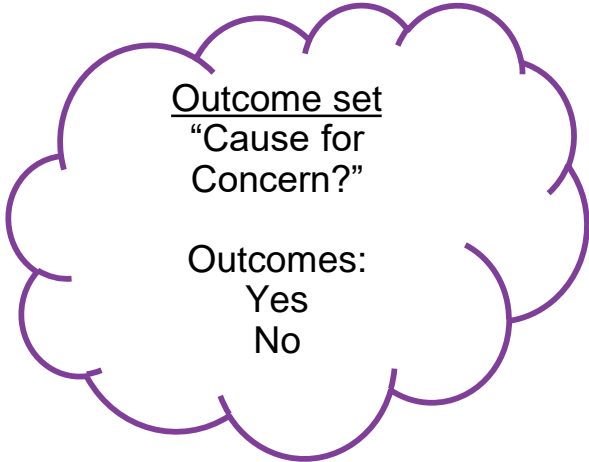
Cause for Concern?

Cause for Concern? Outcome: **No**


No

Comments:
I can see how RJ is developing marking and feedback and these books demonstrated progress in this area. A very promising start.

▼ 0 0 0 **Add +**



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.

Outcome set
"Work Scrutiny"

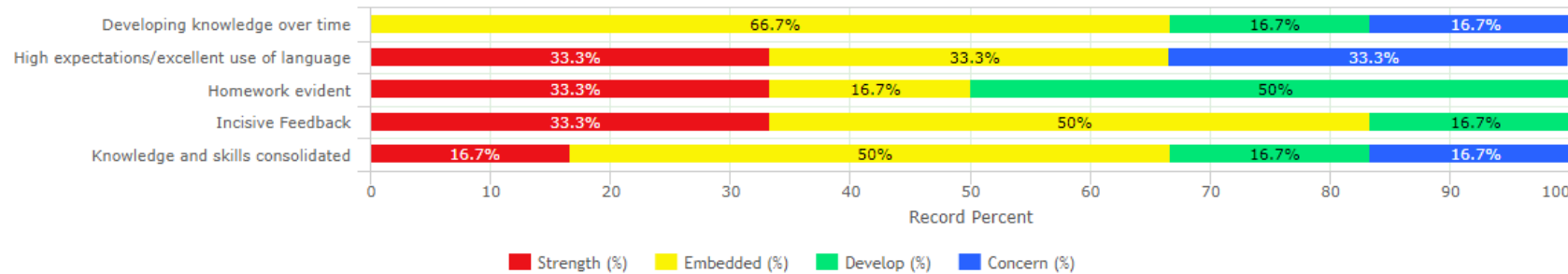
Outcomes:
Strength
Embedded
Develop
Concern

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.

Work Scrutiny ?

Focus Area Name	Strength (%)	Embedded (%)	Develop (%)	Concern (%)	Record Count	Average Outcome
Developing knowledge over time	0.0	66.7	16.7	16.7	6	Develop
High expectations/excellent use of language	33.3	33.3	0.0	33.3	6	Develop
Homework evident	33.3	16.7	50.0	0.0	6	Develop
Incisive Feedback	33.3	50.0	16.7	0.0	6	Embedded
Knowledge and skills consolidated	16.7	50.0	16.7	16.7	6	Develop
Total	7	13	6	4		
	0% 100%					

Work Scrutiny



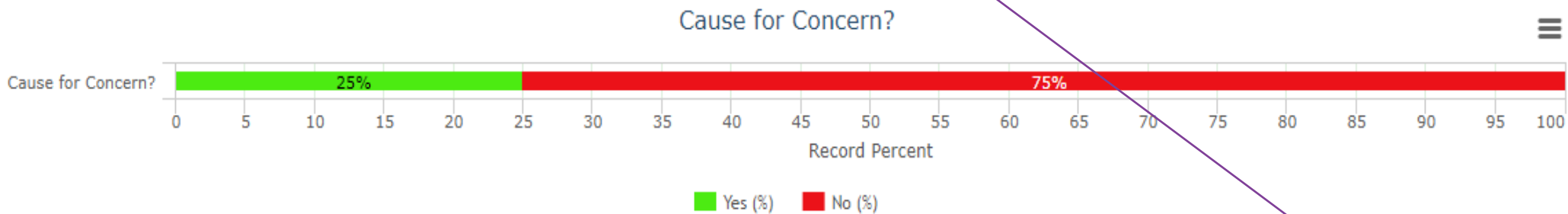
- Focus Areas**
- Developing knowledge over time
 - High expectations/excellent use of language
 - Homework evident
 - Incisive feedback
 - Knowledge and skills consolidated

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	



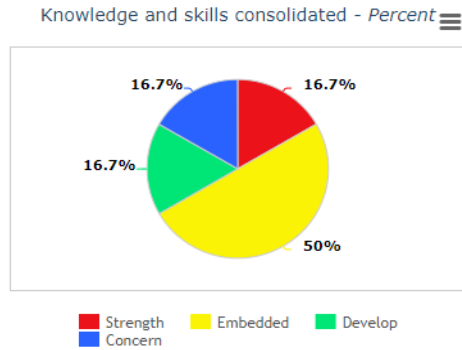
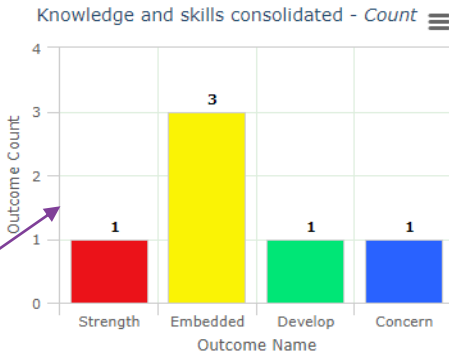
Easy at a glance analysis for leaders to be able to evaluate where staff members are currently working at. Also a nice way to implement CPD and additional support for those members of staff who may need it.

Knowledge and skills consolidated ?

Summary Information

Outcome Name ?	Count	%
Strength	1	16.7
Embedded	3	50.0
Develop	1	16.7
Concern	1	16.7

Average Outcome : ● Develop



Detailed Information

Category	Faculty	Subject	Staff																																										
			<table border="1"> <thead> <tr> <th>Staff</th> <th>Strength (%)</th> <th>Embedded (%)</th> <th>Develop (%)</th> <th>Concern (%)</th> <th>Total</th> <th>Average Outcome ?</th> </tr> </thead> <tbody> <tr> <td>Adams; Debby (DA)</td> <td>0</td> <td>0</td> <td>100.0</td> <td>0</td> <td>1</td> <td>Develop</td> </tr> <tr> <td>Bonnie; Liz (LB)</td> <td>0</td> <td>0</td> <td>0</td> <td>100.0</td> <td>1</td> <td>Concern</td> </tr> <tr> <td>Ellwand; John (JE)</td> <td>100.0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> <td>Strength</td> </tr> <tr> <td>Jarvis; Becca (BJ)</td> <td>0</td> <td>100.0</td> <td>0</td> <td>0</td> <td>1</td> <td>Embedded</td> </tr> <tr> <td>Short; Kevin (KES)</td> <td>0</td> <td>100.0</td> <td>0</td> <td>0</td> <td>1</td> <td>Embedded</td> </tr> </tbody> </table>	Staff	Strength (%)	Embedded (%)	Develop (%)	Concern (%)	Total	Average Outcome ?	Adams; Debby (DA)	0	0	100.0	0	1	Develop	Bonnie; Liz (LB)	0	0	0	100.0	1	Concern	Ellwand; John (JE)	100.0	0	0	0	1	Strength	Jarvis; Becca (BJ)	0	100.0	0	0	1	Embedded	Short; Kevin (KES)	0	100.0	0	0	1	Embedded
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Focus Area

Knowledge and skills consolidation

Outcome set "Work Scrutiny"

Outcomes:
Strength
Embedded
Develop
Concern

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.

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.