**Observe**
SISRA · Inform · Share · Reflect

# Book Look Template

## Warning! The "O" word

This template includes three different outcome sets. One uses Ofsted wording but you do not need to use that in your own template – everything can be customised.

# Observe
**SISRA** Inform · Share · Reflect

**Focus Areas**

Books Marked Regularly?

Homework Regularly Being Set?

## Books Marked Regularly?
Outcome: **Yes**

*Is there evidence of regular marking?*

**Yes**

All books sampled are marked within the agreed period and there is at least one example of marking in detail (see F4) within the agreed period of time (see Faculty Frequency document).

**Comments:**

All marking up to date and shows differentiation through GCSE as to how each module completes this. Feedback sheet for Martin Pugh was missing so this needs to be put together as well as ensuring all students have this evidence. All books sampled are marked within the agreed period and there is at least one example of marking in detail within the agreed period of time

💬 0  📎 0  📝 0                                      **Add +**

## Homework Regularly Being Set?
Outcome: **Yes**

*Is there evidence of homework being set regularly?*
*Is this displayed in books?*

**Yes**

**Comments:**

Homework is regularly set and completed by students. They are working well and the homework contributes towards consolidating their learning and encourages progress.

💬 0  📎 0  📝 0                                      **Add +**

Outcome set "Book Look Check"

Outcomes:
Yes
No
N/A

Criteria has been used with the outcome set – this provides further information to the observer when deciding what outcome to choose. Outcome criteria are created for each individual focus area so as to be able to provide tailored descriptions depending on the key focus point.

# Observe

**SISRA** Inform · Share · Reflect

## Book Look

### 1. Quantity of Work
Outcome: **Outstanding**

*Considering the point in the year and amount of lessons allocated; there should be an appropriate quantity of work completed.*

**Outstanding**

All of the pupils work in their books is in line with the scheme of work as it demonstrates high level of challenge in line with ability.

**Comments:**

All of the pupils work in their books is in line with the scheme of work as it demonstrates high level of challenge in line with ability.

💬 0  📎 0  📝 0                    **Add +**

### 2. Challenge
Outcome: **Strong**

*The best practice should show students are being appropriately challenged in lessons, in relation to target grades. E.g. Does the book show they are getting everything right at all times? – if so, isn't it too easy? Is there variation in levels of support being offered? Scaffolding? Are the next steps advice/questions designed to challenge a pupil further? Are extension tasks being offered?*

**Strong**

Identify and support effectively pupils who start to fall behind and intervene quickly to help them improve their learning.

**Comments:**

Identify and support effectively pupils who start to fall behind and intervene quickly to help them improve their learning.

💬 0  📎 0  📝 0                    **Add +**

### 3. Progress
Outcome: **Strong**

*Evaluating a student's work informs the progress a student is making over time. We aim to be able to see steady improvements, progression to targets, and increasing levels of challenge as a student develops.*

**Strong**

Pupils make consistently strong progress developing secure knowledge, skills and understanding.

**Comments:**

Pupils make consistently strong progress developing secure knowledge, skills and understanding.

💬 0  📎 1  📝 0                    **Add +**

Outcome set "Book Look"

Outcomes:
Outstanding
Strong
Requires Improvement
Concern

Every focus area within this section has criteria added. This gives some extra information to the observer when deciding the outcome for the specific points.

This blue paperclip shows that a resource has been added to this record.

Uploading resources is really helpful for book looks – you can upload pictures of students works and examples of best practice marking.

**Focus Areas**

4. Literacy/ Numeracy

5. Presentation

## 4. Literacy/Numeracy

Outcome: **Outstanding**

*Tasks undertaken should provide opportunity for development of literacy and/or numeracy skills. Outstanding will show high expectations and rigorous checking of QWC and /or numeracy.*

**Outstanding**

All literacy errors are highlighted in pink pen and pupils have corrected numeracy - all calculations follow whole school maths method. Feedback impacts on future work.

**Comments:**

Literacy mistakes are identified and corrected. Students are frequently given SPAG follow up work to complete. Literacy objective is copied into books and there is evidence of this being used in starter tasks in most lessons.

💬 0  📎 0  📝 0                                    **Add +**

## 5. Presentation

Outcome: **Outstanding**

*Students should take pride in their work and follow faculty*

**Outstanding**

Presentation shows that pupils have a pride in their work and produce a large quantity of work to a very high standard. Work is effectively organised and provides students with a detailed set of materials which supports effective revision.

**Comments:**

Presentation shows that pupils have a pride in their work and produce a large quantity of work to a very high standard. Work is effectively organised and provides students with a detailed set of materials which supports effective revision.

💬 0  📎 0  📝 0                                    **Add +**

In total, 5 focus areas are linked to this outcome set. This means that the table in reports will have 5 rows.

You can also filter reports via outcome to find the information you need quickly.

Any comments made within a focus area will pull through into the details section of the reports.

![Observe logo] **Observe**
SISRA · Inform · Share · Reflect

This outcome set also provides a great opportunity to encourage peer mentoring and in house CPD sessions.

Focus Areas

Area of Strength

Areas for Development

This example has the focus areas numbered 1. This is because one focus area cannot have multiple outcomes. If you wanted more than one strength/development you would need multiple focus areas.

**Strengths and Development Areas**

Areas of Strength 1                                    Outcome: **Challenge**

*WWW*

**Challenge**

**Comments:**

Challenge is evident here. Progress is seen through tasks and development is evident through written work. Feedback is good and challenge questions are frequently asked. Opportunities to challenge understanding and stretch responses are frequently utilised and students respond to follow up tasks.

💬0  📎0  📝0                                                    Add +

Areas for Development 1                              Outcome: **Questioning**

*EBI:*

**Questioning**

**Comments:**

Vary written questioning techniques within feedback.

💬0  📎0  📝0                                                    Add +

Schools no longer have to use the traditional Ofsted grading any more. However, including an Areas of Strength and Development outcome can provide some great insight.

By using two different outcome sets with the same outcomes of T&L principals, you can easily identify strengths and weaknesses within the school at a glance.
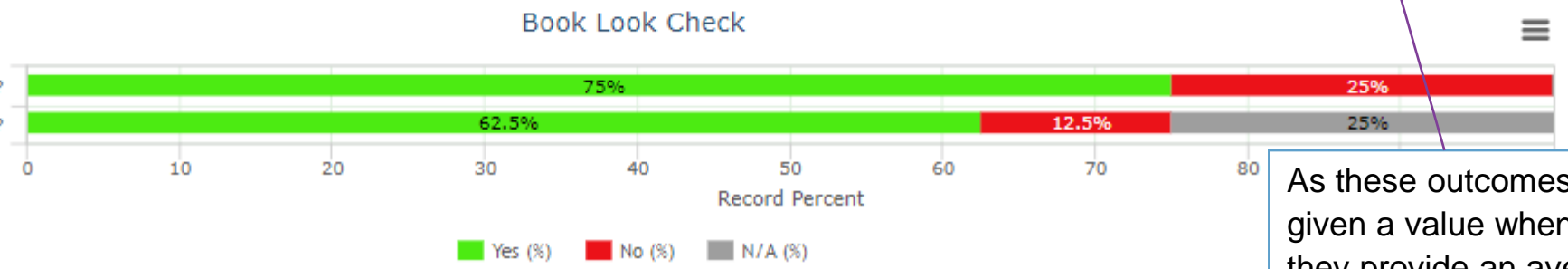
# Observe
SISRA · Inform · Share · Reflect

## Book Look Check ?

| Focus Area Name | Yes (%) | No (%) | N/A (%) | Record Count | Average Outcome ? |
|---|---|---|---|---|---|
| Books Marked Regularly? | 75.0 | 25.0 | 0.0 | 8 | 🔴 No |
| Homework Regularly Being Set? | 62.5 | 12.5 | 25.0 | 8 | 🔴 No |
| **Total** | **11** | **3** | **2** | | |

0% ———————————————————————————— 100%

### Book Look Check

Books Marked Regularly?  —  75%  |  25%
Homework Regularly Being Set?  —  62.5%  |  12.5%  |  25%

Record Percent: 0  10  20  30  40  50  60  70  80
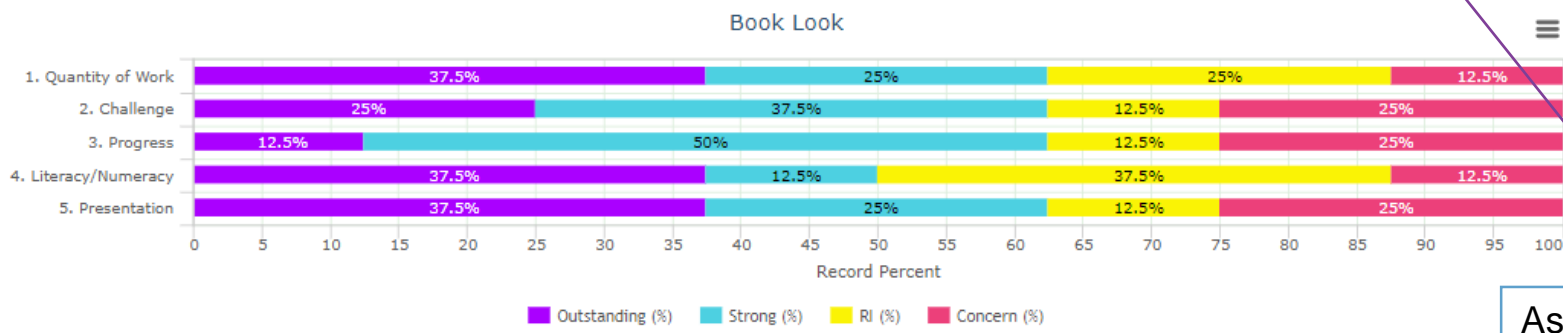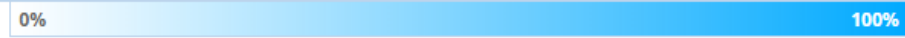
■ Yes (%)  ■ No (%)  ■ N/A (%)

Drilling down further into these results would allow leaders to easily identify who is not following these procedures and implement interventions.

As these outcomes have been given a value when created, they provide an average outcome within the reports section. Remember the higher the value the higher the rating.

# Observe
SISRA Inform · Share · Reflect

## Book Look ❓

| Focus Area Name ⇕ | Outstanding (%) ⇕ | Strong (%) ⇕ | RI (%) ⇕ | Concern (%) ⇕ | Record Count ⇕ | Average Outcome ⇕ ❓ |
|---|---|---|---|---|---|---|
| 1. Quantity of Work | 37.5 | 25.0 | 25.0 | 12.5 | 8 | 🟡 RI |
| 2. Challenge | 25.0 | 37.5 | 12.5 | 25.0 | 8 | 🟡 RI |
| 3. Progress | 12.5 | 50.0 | 12.5 | 25.0 | 8 | 🟡 RI |
| 4. Literacy/Numeracy | 37.5 | 12.5 | 37.5 | 12.5 | 8 | 🟡 RI |
| 5. Presentation | 37.5 | 25.0 | 12.5 | 25.0 | 8 | 🟡 RI |
| Total | 12 | 12 | 8 | 8 | | |

0% — 100%

### Book Look ≡

| Focus Area | Outstanding (%) | Strong (%) | RI (%) | Concern (%) |
|---|---|---|---|---|
| 1. Quantity of Work | 37.5% | 25% | 25% | 12.5% |
| 2. Challenge | 25% | 37.5% | 12.5% | 25% |
| 3. Progress | 12.5% | 50% | 12.5% | 25% |
| 4. Literacy/Numeracy | 37.5% | 12.5% | 37.5% | 12.5% |
| 5. Presentation | 37.5% | 25% | 12.5% | 25% |

Record Percent

■ Outstanding (%) ■ Strong (%) ■ RI (%) ■ Concern (%)
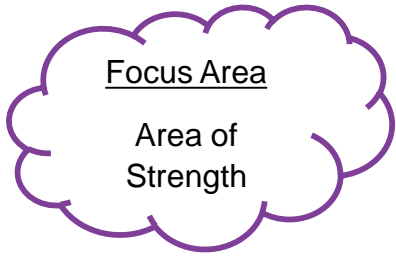
Outcome set "Book Look"

Outcomes:
Outstanding
Strong
Requires Improvement
Concern

Focus Areas

1. Quality of Work
2. Challenge
3. Progress
4. Literacy/Numeracy
5. Presentation

In total, 5 focus areas are linked to this outcome set. This means that the table in reports will have 5 rows.

You can also filter reports via outcome to find the information you need quickly.
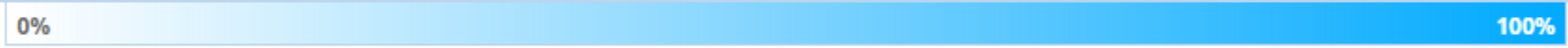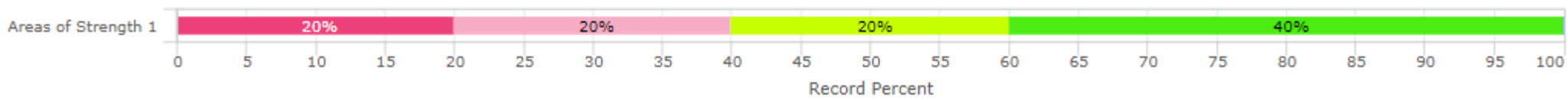
As these outcomes have been given a value when created, they provide an average outcome within the reports section. Remember the higher the value the higher the rating.

![Observe SISRA Inform · Share · Reflect]

**Focus Area**

Area of Strength

**Outcome set**
Areas of Strength

Outcomes:

Assessment
Challenge
Questioning
Differentiation
Behaviour
Engagement
Literacy
Numeracy

## Areas of Strength ❓

| Focus Area Name | Assessment (%) | Challenge (%) | Questioning (%) | Differentiation (%) | Behaviour (%) | Engagement (%) | Literacy (%) | Numeracy (%) | Record Count |
|---|---|---|---|---|---|---|---|---|---|
| Areas of Strength 1 | 20.0 | 20.0 | 0.0 | 20.0 | 0.0 | 40.0 | 0.0 | 0.0 | 5 |
| Total | 1 | 1 | 0 | 1 | 0 | 2 | 0 | 0 | |

0% ————————————————— 100%

### Areas of Strength

Areas of Strength 1: 20% | 20% | 20% | 40%

Record Percent: 0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100

■ Assessment (%)  ■ Challenge (%)  ■ Questioning (%)  ■ Differentiation (%)  ■ Behaviour (%)  ■ Engagement (%)  ■ Literacy (%)  ■ Numeracy (%)
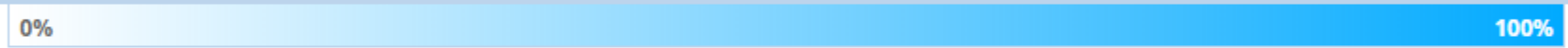
By using two different outcome sets with the same outcomes of T&L principals, you can easily identify strengths and weaknesses within the school at a glance. It is also easy to identify and arrange opportunities for peer observations and mentoring.
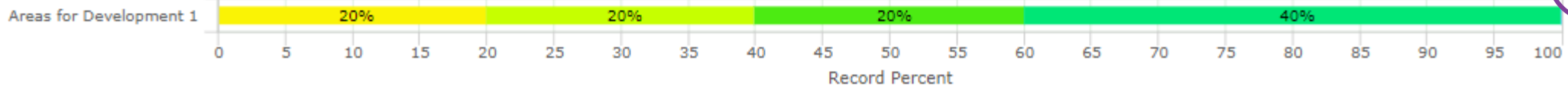
# Observe
SISRA  Inform · Share · Reflect

## Areas for Development ?

Focus Area

Areas for Development

Outcome set
Area for Development

Outcomes:

Assessment
Challenge
Questioning
Differentiation
Behaviour
Engagement
Literacy
Numeracy

| Focus Area Name | Assessment (%) | Challenge (%) | Questioning (%) | Differentiation (%) | Behaviour (%) | Engagement (%) | Literacy (%) | Numeracy (%) | Record Count |
|---|---|---|---|---|---|---|---|---|---|
| Areas for Development 1 | 0.0 | 0.0 | 20.0 | 20.0 | 20.0 | 40.0 | 0.0 | 0.0 | 5 |
| Total | 0 | 0 | 1 | 1 | 1 | 2 | 0 | 0 | |

0%                                                                 100%

### Areas for Development

Areas for Development 1 | 20% | 20% | 20% | 40%

Record Percent

■ Assessment (%)  ■ Challenge (%)  ■ Questioning (%)  ■ Differentiation (%)  ■ Behaviour (%)  ■ Engagement (%)  ■ Literacy (%)  ■ Numeracy (%)

By using two different outcome sets with the same outcomes of T&L principals, you can easily identify strengths and weaknesses within the school at a glance. It is also easy to identify and arrange opportunities for peer observations and mentoring.