



**Teaching and Learning Policy**  
(including assessment, marking and  
feedback, homework and the curriculum)

2025/26

## **Introduction**

At West Bridgford Junior School, we are committed to creating a learning environment where all pupils thrive and feel confident that they can succeed. We want to provide the best education for the children of our school and equip them with a love of learning that will remain with them into adulthood.

We strive to have a learning culture which recognises each individual's potential, builds self-esteem and rewards success at every level. We want all our pupils to feel secure and comfortable in their learning environment. We want our children to view challenge as a motivator and engage positively with healthy struggle. Teachers build a culture in classrooms where children are encouraged to take risks and challenge themselves. This ethos is reflected in our school aim which is to be a nurturing community which inspires children to develop a love of learning and discover their full potential.

Our emotional well-being is closely linked to our ability to learn effectively. We actively encourage our pupils to understand and be sensitive to other people's feelings. We also encourage the development of emotional awareness in themselves.

## **Our Teaching and Learning Principles**

### **Purposeful lesson design**

All lessons, sequences of learning and outcomes have clear purpose and this is shared with the children.

Learning is relevant and meaningful to our children and their community.

Lessons are designed to build on children's prior knowledge and are carefully sequenced.

Teachers provide regular opportunity for practice and retrieval to ensure children retain key knowledge.

### **High Expectations**

Teachers are enthusiastic and adaptable to change; they demonstrate the same high standards they expect from the children they teach.

Teachers consistently expect pupils to be the best they can be.

Clear boundaries are in place and staff are consistent in their approach to behaviour and learning.

### **Adapting to meet the needs of all children**

Learning is planned, resourced and delivered skilfully to ensure every child is fully participating and achieving.

High quality questions provoke and extend children's thinking.

Work will be challenging enough for children to engage in healthy struggle.

Teachers facilitate independence by providing appropriate models and scaffolds.

### **Subject and Pedagogical Knowledge**

Teachers demonstrate strong subject knowledge about each area of the curriculum; they research key content knowledge when necessary.

Strong subject and pedagogical knowledge allows teachers to identify and address misconceptions.

Teachers have the confidence and skill to adapt learning 'in the moment' to ensure all children make progress.

Teachers use skilful modelling strategies to share their own thoughts in order to help children understand.

## Creating a positive learning environment

Staff build strong relationships with the children they teach and ensure they are ready to learn. The learning environment promotes independence and supports children to collaborate successfully.

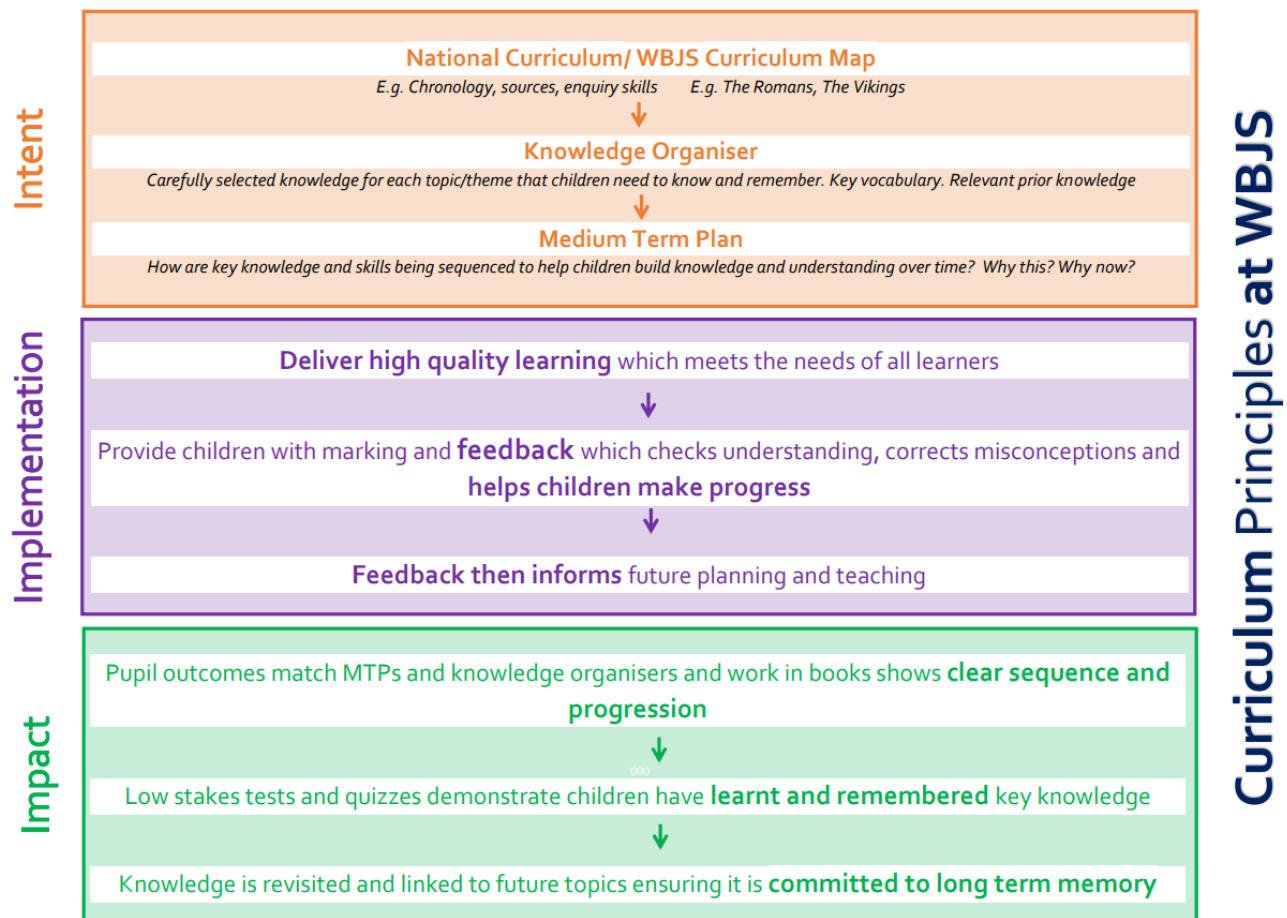
Staff take opportunities to celebrate children's achievements.  
Displays and high-quality resources supports children's learning.

## Our Curriculum

At WBJS we believe our school curriculum is much more than just the National Curriculum. The statutory requirements are just one element which make up our wider curriculum. All teaching staff strive to create exciting and memorable learning opportunities for children both in the classroom and through extra-curricular activities. Trips, visitors in school and theme days take place regularly throughout the school year. Our curriculum looks to develop the whole child as a learner, not just academically but socially and emotionally as well. Celebration of the arts and excellence in sport also play a significant role in our school and our approach to curriculum development.

We have a topic-based approach, choosing themes which engage, inspire and motivate the children. The diagram below outlines our school's approach to curriculum design and delivery.

Up to date long term and medium-term plans for each year group can be found on the school website.



## **English**

English lessons are planned in year group teams and follow the curriculum maps which have been created in line with the National Curriculum. Creative and innovative planning and delivery is encouraged and celebrated.

We have carefully constructed a reading spine which ensures children access a range of enriching texts throughout the year. Units of work often focus on a particular book; giving children opportunities to write in different genres and contexts with emphasis on the development of writing skills. Other units may focus on a particular genre of writing. In this case, they will begin by immersing themselves in that text type in order to develop an understanding of the features. They will collate ideas and practice writing skills, before planning and writing a longer text of their own. Children proof read and edit their work as part of this process and are taught these skills throughout their time with us.

Throughout school we use a whole class approach to teaching reading. These whole class sessions are taught regularly and focus on reading skills such as prediction, retrieval, inference and giving opinions about a text. When planning, teachers follow a clear structure which supports children to build their reading knowledge and make good progress. At WBJs we recognise the importance of the love of reading and continuously strive to find ways to engage children in texts.

## **Mathematics**

We aim for our children to become fluent mathematicians, competent in a range of mental and written strategies. We give children a wide range of opportunities to solve problems, develop reasoning skills and apply these skills to real life situations. Our year group teams work together, using the White Rose Scheme as a framework, to plan innovative learning opportunities that meet the needs of all our learners. We focus on a progression from concrete resources, to pictorial representations and finally into the numerical abstract in order to aid our children's conceptual understanding. We have designed a strategy for the teaching of multiplication across school which aids children's fluency in this area as we recognise how important this is for their understanding of maths in many areas.

## **Feedback at WBJs**

At West Bridgford Junior School, we recognise that high quality feedback plays an important role in children making progress. Our policy has been created alongside staff and is heavily based on research carried out by the Education Endowment Foundation on 'Teacher Feedback to Improve Pupil Learning.' We understand that teachers are best placed to make decisions about providing children with feedback and with this in mind, we have created an approach which focuses on key principles and helpful strategies when delivering feedback.

### **Key principles of effective feedback**

- Opportunities for feedback should be considered and planned for
- Feedback should be understood, valued and acted on by children
- Staff should routinely use feedback to inform future planning
- Feedback should be given in a timely manner
- Feedback should be clear, concise and focused
- Staff workload should be carefully considered when giving feedback. It should be regular but manageable

- Staff need to understand the needs of all children in their class in order to provide appropriate and constructive feedback

### **Strategies which could be used when giving feedback**

- Providing whole class feedback
- 'In the moment' verbal feedback
- 'Live marking' during teaching sessions
- Mini-plenaries to re-cap learning and correct misconceptions
- Self-marking – teachers then use this information to inform planning
- Peer marking – children need to be taught how to do this effectively
- Use of checklists and success-criteria
- Written feedback in books for children to act on
- Use of coloured highlighters to identify strengths and areas to improve
- Use of mini-quizzes and low stakes tests
- Sorting children's books into piles according to their level of understanding so feedback can be given to the children who need it most and to inform planning
- Individualised targets given through use of post-it notes/flaps in books

### **Expectations of staff and pupils**

**Staff** will provide timely, constructive feedback which focuses on the task, subject or self-regulation strategies rather than on personal characteristics or vague comments. Feedback will be planned for and a range of different strategies will be used. Staff will make it explicit to children what feedback is and how it will be shared.

**Children** will understand how and why feedback is given and be able to talk confidently about how it has helped them improve. They will value feedback and engage positively with it, making changes and completing tasks when directed.

### **How the quality of feedback will be monitored**

- Pupil discussions with SLT and subject leaders
- Professional conversations with class teachers
- Looking at books and finding evidence of improvement between tasks
- Identifying how feedback is routinely used through lesson visits and learning walks
- Discussions at Pupil Progress Meetings and analysis of pupil data
- Children's performance in end of week and end of unit quizzes
- Feedback to whole class will often be evidenced in learning resources, outlining feedback from previous lessons
- Senior leaders trust that class teachers will routinely be using high quality feedback to help children make as much progress as possible

We give you feedback so that you understand how to improve your work and make progress in your learning.

## How do we give you feedback at WBSJ?



### Verbal Feedback

An adult will talk to you to give you immediate feedback on a piece of work you are completing.



### Written feedback

This may ask you to check some of your work or give you a further task or question to complete.



### 'On the spot' marking

This could be verbal or written but will happen during the lesson, as you are working.



### Self-marking

Providing answer sheets and getting you to mark your own work and then checking on how you've done.



### Checklists and success criteria

A list of things your teachers are looking for in a particular piece of work.



### Coloured highlighters

One colour shows you where you have done something really well and another colour shows you where you need to improve.



### Ticks or corrections

These will show you what you have got correct or where you need to check something.



### Whole class or group feedback

More general feedback which applies to more than one person in the class. This could be given verbally or in written form.



### Quiz results

A quiz or test is a great way for teachers to know what you have remembered about a particular topic.

## **Assessment procedures**

Teachers use a wide range of formative assessment strategies every day in class to help them assess children and to inform future planning. They can include marking and feedback of children's work, questioning, low stakes testing, peer and self-assessment.

At the end of each term class teachers carry out a range of summative assessments to help support their teacher judgements and identify any gaps in learning. They use these assessments alongside the Key Assessment Criteria for reading, writing and mathematics to make a judgement on whether the children are working towards, at or below the expected standard for their year group. For more information on the range of assessments used in school, please see the assessment timetable Appendix 1.

## **Pupil Progress Meetings**

At the end of each term, each year group has a pupil progress meeting. The assessment co-ordinator and other members of SLT hold each class teacher to account for the progress of every child in their class in the areas of reading, writing and mathematics. The proforma that is completed before each meeting highlights vulnerable groups within the year group including: Pupil Premium, SEND and EAL as well as those falling below the expected standard. Children who are not on track are discussed in these meetings; identifying reasons why and actions moving forward. By the end of each meeting, year group teams will have a clear action plan which will then be implemented with immediate effect.

## **Monitoring of Teaching and Learning**

There is a rigorous monitoring timetable which supports and develops all aspects of teaching and learning across the school. Individual, constructive feedback is always given to teaching staff after any learning walk, lesson visit or work scrutiny. The lesson study approach to observation is used to allow colleagues to learn from one another and foster a culture of professional development in school. The annual monitoring and quality assurance schedule can be found in appendix 2.

## **Homework**

At WBJs we are very keen for parents to support and help their children with homework. We take the view that children are likely to get more out of an activity if parents get involved and guide their learning where needed. Parents should feel able to adapt tasks where they feel appropriate, especially if they feel their child is finding the work set too difficult and it is causing them unnecessary stress.

Homework should never be too onerous nor should it ever create stress within the pupil's family. If parents have any concerns, they should not hesitate to contact the school. With this in mind, we have made changes to the way we approach homework as a school.

Instead of sending home 'traditional' Maths and English homework in lower school every week, we encourage parents to use the time they would have spent on these tasks listening to their children read, helping them to learn their times tables and supporting them with learning their spellings.

Our expectation is that an adult read with their children at least 4 times a week for 10 – 15 minutes and records this in their reading diaries. We know that '*Children who are good readers enjoy reading and subsequently choose to read more. As a result, they develop their vocabulary and reading strategies better than those who are reading less.*' (Bradford Research School, March 2018)

Children's knowledge of times tables underpins much of what they learn in mathematics and gives them confidence when carrying out more complex calculations as they progress through school so we also encourage parents to practise times tables with their children several times a week using TT Rock Stars or other resources in agreement with the class teacher.

In Year 5 and 6, children use the CGP Maths and English books and work their way through these throughout the year. In Year 5, they will be set either a Maths or English task each week whereas in Year 6, they will be set both. This is to reinforce and revisit the learning which will have taken place in school and to prepare for end of KS2 assessments.

## WBJs Champions

Our seven WBJs champions help us to improve and reinforce our learning behaviours. The skills linked to these champions are taught throughout the year and opportunities to practise them are carefully woven into lessons. These were designed by the children and each have several progressive 'I can' statements which help children to have a better understanding of what makes a successful learner. Our seven WBJs Champions are:



### Year 3 & 4

"I ask questions about my current topics; I carry out research using prompts from my teacher; I want to know how and why things work; I notice patterns and connections in my learning; I love gaining new knowledge in school"



### Year 5 & 6

"I ask questions about my current topics and the wider world; I carry out research independently; I think of possible reasons for how and why things work; I can explain patterns and connections in my learning; I love gaining new knowledge in school and beyond"



### Year 3 & 4

"I am happy to be creative; I think up new ideas and questions; I think outside the box; I let my imagination go; I can think of a way to solve a problem"



### Year 5 & 6

"I seek new opportunities to be creative; I have confidence to create new ideas; I challenge the norm and take risks with ideas; I draw on my imagination to inspire ideas; I can think of different solutions to a problem"



### Year 3 & 4

"I have the confidence to give things a try; I volunteer ideas; I understand what the term 'comfort zone' means; I sometimes step out of my 'comfort zone'"



### Year 5 & 6

"I independently take opportunities for new learning and experiences; I volunteer ideas regularly; I feel confident enough in myself to step out of my 'comfort zone' and take risks"

COLLABORATION KIDS



**Year 3 & 4**

"I listen to others to help my learning; I can share my ideas when it is my turn; I can take on an allocated role; I am comfortable to ask for help from my peers; I can support others with their learning"

COLLABORATION KIDS



**Year 5 & 6**

"I can actively listen with interest to learn from others; I can communicate my opinions and ideas thoughtfully; I can select a role within a group depending on my strengths; I have a natural empathy ensuring that I make people feel valued even if I disagree; I actively seek and accept help and offer guidance to others"



**Year 3 & 4**

"I know what my strengths are and can talk about things I need to get better at; I review my work with support; I can identify the best bits of my work; I try to be better than last time"



**Year 5 & 6**

"I can set myself targets to improve my work; I independently review my work; I can celebrate my own achievements; I always strive to be better than last time"



**Year 3 & 4**

"I know that it is important to keep trying; I know that I must try to use strategies and prompts before asking for help; I don't give up"



**Year 5 & 6**

"I can learn from my mistakes and try something new to move forward; I know that getting things wrong is important and part of my learning journey; I can adapt and try again"

Respectful Ranger



**Year 3 & 4**

"I recognise other people's differences; I understand what makes a good citizen; I show respect to everyone and everything; I use kind and helpful language"

Respectful Ranger



**Year 5 & 6**

"I can understand and celebrate others' cultures and differences; I demonstrate the ability to be a good citizen; I model respectful behaviour and intervene if I see examples of disrespect; I always show kindness and empathy to others"

Appendix 1  
Assessment Timetable



Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	Phonics screening and Benchmarking where required Half termly review Review previous SEND support plans and set new targets	Testbase reading assessment Testbase maths assessment Testbase SPAG assessment Year group writing moderation Pupil Progress data Phonics screening if required B squared assessment/ pre-key stage for SEND	Half termly review Phonics screening if required Review previous SEND support plans and set new targets	Testbase reading assessment Testbase maths assessment Testbase SPAG assessment Year group writing moderation Pupil Progress data B squared assessment/ pre-key stage for SEND Phonics screening if required	Half termly review Phonics screening if required Review previous SEND support plans and set new targets	Testbase reading assessment Testbase maths assessment Testbase SPAG assessment Year group writing moderation Pupil progress data B squared assessment/ pre-key stage for SEND Phonics screening if required
4	Benchmarking for key children Half termly review Review previous SEND support plans and set new targets MTC mock test (TT Rock Stars)	Testbase reading assessment Testbase maths assessment Testbase SPAG assessment Year group writing moderation Pupil Progress data B squared assessment/ pre-key stage for SEND	Half termly review Review previous SEND support plans and set new targets MTC mock test (TT Rock Stars)	Testbase reading assessment Testbase maths assessment Testbase SPAG assessment Year group writing moderation Pupil Progress data B squared assessment/ pre-key stage for SEND	Half termly review Review previous SEND support plans and set new targets MTC actual test	Testbase reading assessment Testbase maths assessment Testbase SPAG assessment Year group writing moderation Pupil progress data B squared assessment/ pre-key stage for SEND
5	Benchmarking for key children Half termly review Review previous SEND support plans and set new targets	Testbase reading assessment Testbase maths assessment Testbase SPAG assessment Year group writing moderation Pupil Progress data B squared assessment/ pre-key stage for SEND	Half termly review Review previous SEND support plans and set new targets	Testbase reading assessment Testbase maths assessment Testbase SPAG assessment Year group writing moderation Pupil Progress data B squared assessment/ pre-key stage for SEND	Half termly review Review previous SEND support plans and set new targets	Testbase reading assessment Testbase maths assessment Testbase SPAG assessment Year group writing moderation Pupil progress data B squared assessment/ pre-key stage for SEND
6	Benchmarking for key children Half termly review Review previous SEND support plans and set new targets	Practise SAT reading Practise SAT maths Practise SAT SPAG Year group writing moderation Pupil Progress data B squared assessment/ pre-key stage for SEND	Practise SAT reading Practise SAT maths Practise SAT SPAG Half termly review Review previous SEND support plans and set new targets	Practise SAT reading Practise SAT maths Practise SAT SPAG Year group writing moderation Pupil progress data B squared assessment/ pre-key stage for SEND	SATs assessment (May) Year group writing moderation. External Moderation (if selected) Half termly review Review previous SEND support plans and set new targets	KS2 TA data submitted Pupil Progress overview-based on SATs results B squared assessment/ pre-key stage for SEND
All year groups	Ongoing formative assessment using Key Assessment Criteria. Ongoing use of B squared primary steps for SEND Low stake testing and quizzes. End of week tests WRM end of unit tests. Times table tests (TT Rockstars/99 club) Benchmarking when appropriate.					

Appendix 2  
Annual Monitoring and Quality Assurance Schedule

	Head/ SLT	SENCO	Subject Leaders/ Class teachers	Governors	Pupils	External	
Cycle A	Autumn 1	<ul style="list-style-type: none"> <li>Analysis of end of KS2 data</li> <li>Set SIP priorities for coming year and share with staff and governors</li> <li>Review Whole School Child Protection Policy and Anti-bullying policy</li> <li>Carry out Learning walks- environment</li> <li>Attendance and behaviour monitoring</li> <li>Review and monitoring pupil wellbeing</li> <li>Fortnightly DSL meetings to review safeguarding practices</li> <li>Appraisal objective setting</li> <li>Review subject leader action plans for Reading, writing and Maths</li> <li>Check website is up to date</li> </ul>	<ul style="list-style-type: none"> <li>SENCO to review data for SEND children</li> <li>Communicate with all parents of children on the SEND register</li> <li>Review the completion of support plans and ensure they are sent out</li> <li>TA CPD meetings</li> <li>Review nurture curriculum</li> <li>SEN reviews</li> </ul>	<ul style="list-style-type: none"> <li>Review and evaluate previous action plan and <u>complete</u> new action plans</li> <li>P.E lead to set Sports Premium priorities for the year</li> <li>Cycle A subject leaders carry out monitoring, update subject leader handbooks, feed back to class teachers.</li> <li>English and Maths leads to complete monitoring activities according to subject action plans</li> <li>Lesson study</li> <li>Interim reviews for concern children</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the appropriateness of the SIP priorities</li> <li>Ask questions about the HT report</li> <li>Review one section of the SEF</li> </ul>	<ul style="list-style-type: none"> <li>School council meeting and election of new school council reps</li> <li>Pupil interviews with subject leaders</li> <li>Collect views of SEND pupils for support plans</li> </ul>	<ul style="list-style-type: none"> <li>Springboard</li> <li>NASA Heads meeting</li> <li>RSA Heads meeting</li> <li>Family Heads Meeting</li> </ul>
	Autumn 2	<ul style="list-style-type: none"> <li>Review the subject leader handbooks</li> <li>Pupil progress meetings</li> <li>SIP review and RAG rating</li> <li>ECT observation</li> <li>Review impact of Pupil Premium spending and update PP strategy</li> <li>Attendance and behaviour monitoring</li> <li>Fortnightly DSL meetings to review safeguarding practices</li> <li>Assessment data analysis and report</li> <li>Learning walks with a focus on work scrutiny (Maths)</li> <li>Review and monitoring pupil wellbeing</li> <li>Staff wellbeing questionnaire</li> <li>Check website is up to date</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all support plans are evaluated and new targets set</li> <li>Pupil progress meetings with a focus on SEND children</li> <li>Monitor effectiveness of interventions</li> <li>Complete Learning walks for all SEND children</li> </ul>	<ul style="list-style-type: none"> <li>Cycle A subject leaders carry out monitoring, update subject leader handbooks, feed back to class teachers.</li> <li>English and Maths leads to complete work scrutiny</li> <li>Complete pupil interviews via class rotation</li> <li>Pupil progress meetings</li> </ul>	<ul style="list-style-type: none"> <li>Talk day- meet link subject lead</li> <li>Review link subject action plans</li> <li>Staff wellbeing review</li> <li>H&amp;S review</li> <li>Safeguarding governor to complete LA audit with DSL</li> <li>Head Teacher appraisal</li> </ul>	<ul style="list-style-type: none"> <li>School council meeting</li> <li>Pupil interviews with subject leaders</li> </ul>	<ul style="list-style-type: none"> <li>LA Safeguarding <u>audit</u></li> <li>ECT reports submitted</li> <li>Headteacher appraisal</li> </ul>
	Spring 1	<ul style="list-style-type: none"> <li>Formal observations</li> <li>Attendance and behaviour monitoring</li> <li>Learning walks with a focus on work scrutiny (English)</li> <li>Fortnightly DSL meetings to review safeguarding practices</li> <li>Review and monitoring pupil wellbeing</li> <li>Check website is up to date</li> </ul>	<ul style="list-style-type: none"> <li>Complete Learning walks for all SEND children</li> <li>Review the completion of support plans and ensure they are sent out</li> </ul>	<ul style="list-style-type: none"> <li>Cycle A subject leaders carry out monitoring, update subject leader handbooks, feed back to class teachers.</li> <li>English and Maths leads to complete monitoring activities according to subject action plans.</li> <li>Interim reviews for concern children</li> <li>Attend SLT meeting and give presentation on subject progress</li> </ul>	<ul style="list-style-type: none"> <li>Confidential file audit with DSL</li> </ul>	<ul style="list-style-type: none"> <li>School council meeting</li> <li>Pupil interviews with subject leaders</li> <li>Collect views of SEND pupils for support plans</li> </ul>	<ul style="list-style-type: none"> <li>NASA Heads meeting</li> <li>RSA Heads meeting</li> <li>Family Heads Meeting</li> </ul>

<b>Cycle B</b>	<b>Spring 2</b>	<ul style="list-style-type: none"> <li>Review the subject leader monitoring forms and ensure that next steps have been completed by class teachers.</li> <li>Pupil progress meetings</li> <li>Mid-term appraisal reviews</li> <li>SIP review and RAG rating</li> <li>ECT observation</li> <li>Attendance and behaviour monitoring</li> <li>Assessment data analysis and report</li> <li>Fortnightly DSL meetings to review safeguarding practices</li> <li>Review and monitoring pupil wellbeing</li> <li>Check website is up to date</li> </ul>	<ul style="list-style-type: none"> <li>Pupil progress meetings with a focus on SEND children.</li> <li>Ensure all support plans are evaluated and new targets set</li> <li>Monitor effectiveness of interventions</li> <li>Family moderation process</li> </ul>	<ul style="list-style-type: none"> <li>Cycle B subject leaders carry out monitoring, update subject leader handbooks, feed back to class teachers.</li> <li>English and Maths leads to complete work scrutiny</li> <li>Pupil progress meetings</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about the HT report</li> <li>Review one section of the SEF</li> <li>HT Mid-year appraisal review</li> </ul>	<ul style="list-style-type: none"> <li>School council meeting</li> <li>Pupil interviews with subject leaders</li> </ul>	<ul style="list-style-type: none"> <li>ECT reports submitted</li> <li>Writing moderation process with other schools</li> </ul>
	<b>Summer 1</b>	<ul style="list-style-type: none"> <li>Attendance and behaviour monitoring</li> <li>Learning walks with a focus on work scrutiny (topic)</li> <li>Fortnightly DSL meetings to review safeguarding practices</li> <li>Review and monitoring pupil wellbeing</li> <li>Check website is up to date</li> </ul>	<ul style="list-style-type: none"> <li>Complete Learning walks for all SEND children</li> <li>Review the completion of support plans and ensure they are sent out</li> <li>Family moderation process</li> </ul>	<ul style="list-style-type: none"> <li>Cycle B subject leaders carry out monitoring, update subject leader handbooks, feed back to class teachers.</li> <li>English and Maths leads to complete monitoring activities according to subject action plans</li> <li>Interim reviews for concern children</li> <li>Complete pupil interviews via class rotation</li> </ul>	<ul style="list-style-type: none"> <li>Staff questionnaire</li> <li>Monitor SATs administration</li> </ul>	<ul style="list-style-type: none"> <li>School council meeting</li> <li>Pupil interviews with subject leaders</li> <li>Collect views of SEND pupils for support plans</li> </ul>	<ul style="list-style-type: none"> <li>Springboard</li> <li>Quality Assurance Visit</li> <li>NASA Heads meeting</li> <li>RSA Heads meeting</li> <li>Family Heads Meeting</li> </ul>
	<b>Summer 2</b>	<ul style="list-style-type: none"> <li>Review the subject leader handbook and any actions</li> <li>Pupil progress meetings</li> <li>SIP review and RAG rating</li> <li>Review and evaluate appraisals</li> <li>ECT observation</li> <li>Attendance and behaviour monitoring</li> <li>Assessment data analysis and report</li> <li>Fortnightly DSL meetings to review safeguarding practices</li> <li>Review and monitoring pupil wellbeing</li> <li>Check website is up to date</li> </ul>	<ul style="list-style-type: none"> <li>Pupil progress meetings with a focus on SEND children</li> <li>Ensure all support plans are evaluated and new targets set</li> <li>Monitor effectiveness of interventions</li> </ul>	<ul style="list-style-type: none"> <li>Cycle B subject leaders carry out monitoring, update subject leader handbooks, feed back to class teachers.</li> <li>English and Maths leads to complete work scrutiny</li> <li>Complete subject leader handbook</li> </ul>	<ul style="list-style-type: none"> <li>WALK day</li> <li>H &amp; S review</li> <li>Staff wellbeing review</li> <li>Ask questions about the HT report</li> <li>Review one section of the SEF</li> </ul>	<ul style="list-style-type: none"> <li>School council meeting</li> <li>Pupil interviews with subject leaders</li> </ul>	<ul style="list-style-type: none"> <li>ECT reports submitted</li> </ul>

Cycle A Subjects (Aut 1- Spr 1)	Cycle B subjects (Spr 2- Sum 2)
Geography History Science Art DT	Computing P.E MFL Music R.E PSHE
Subjects monitored all year round: Reading, writing, maths, EAL, Pupil Voice	