



Astrea Academy Trust

INSPIRING BEYOND MEASURE

AD ASTRA

HANDBOOK



LETTER FROM LIBBY NICHOLAS

Dear Ad Astras,

I would like to thank you for the huge contribution that each of you makes to support Astrea pupils. The role of Ad Astra truly exemplifies going above and beyond, and breathes life into our mantra of 'inspiring beyond measure'. Collectively, you are ensuring that our pupils have a world class education. The Ad Astras are our outstanding practitioners, showcasing all that is wonderful about teaching.

The role of the Ad Astra is crucial to the development of Astrea. You are the drivers of change to provide that high quality education that all pupils deserve, and you will make that a reality for all Astrea pupils.

Very best,
Libby Nicholas
CEO, Astrea Academy Trust



INTRODUCTION TO THE ROLE

The Ad Astra role was introduced to enlist the expertise of outstanding leaders in the development of subjects, inclusion and safeguarding within Astrea schools. Ad Astras are experienced experts who are seconded to the Central team for an agreed amount of time weekly, working in their own schools the remaining days.

They work alongside the Central team and school staff to develop teaching, learning, inclusion and safeguarding across Astrea schools offering advice and support. This is usually in an identified Academy (or perhaps two academies) for a specific period of time. The time period and work to be undertaken is negotiated at the start with the Principal, and an action plan for the work to be completed agreed by both parties. The action plan is then reviewed at the end of the time period.

The role is reviewed annually and payment is by honorarium at the end of each academic year. Travel expenses are also paid. It is anticipated that Ad Astras continue in the role year on year adding capacity to all Astrea schools.



CYCLE OF SUPPORT

The cycle of support they provide is outlined below.

Allocate staff

From available data and MTR reports, as well as local knowledge, the National lead identifies target schools and assigns an Ad Astra to work in them.

Identify Support

An initial meeting is held with the Principal and the Ad Astra to identify the nature of the support required.

Proforma for agreed action completed and signed.

This is usually for the half term but can be longer if necessary.

Action Plan

At that initial meeting an action plan is drawn up and agreed by both Principal and Ad Astra.

Work in schools

Ad Astra begins work in school. Appropriate documentation completed and shared with Principal, National Lead and staff involved.

Mid-term review

Ad Astra meets/calls Principal to outline progress on their work after 3/4 weeks.

Continuation

Work in school continues with amendments if agreed by all parties following mid-term review.

End of half term

Action plan RAG rated by Ad Astra and signed off by all parties. Comments completed to the Principal and National Lead.

Ad Astra feedback provides any further steps for the Principal and subject lead

WHAT WE DO

The role of the Ad Astra working in schools can be tailored to the needs of the school as identified by the Principal and National Subject Leader. The important thing is to develop capacity in the school and this can be done through:

Develop the leadership of the subject

- ★ Quality Assurance processes with the school subject lead. These may include:
 - ✓ Work scrutinies
 - ✓ Learning walks
 - ✓ Lesson observations
 - ✓ Pupil interviews
- ★ Action planning with subject leader based on monitoring and data analysis
- ★ Construction of QA calendar
- ★ Data analysis and action planning following each data collection point.
- ★ Review curriculum maps and subject policies, and support with writing new policies
- ★ Ofsted preparation

Develop the quality of teaching and learning across the school

- ★ Joint planning with identified teachers
- ★ One to one coaching through lesson observation and feedback, use of IRIS, work scrutiny
- ★ Team teaching to model good practice
- ★ Lead demo lessons with class teacher observing
- ★ Deliver full staff training or small group training

Building capacity in the school for self-improvement cannot be achieved through teaching small groups unless the class teacher is observing and it is part of the action plan. Also, Ad Astras and the National Subject Leader cannot provide support as part of a formal procedure.

WORKSTREAMS TERM BY TERM

Below is an example of a work stream document. This can be used and adapted with subject leads to outline expected work term by term.

AUTUMN

| | Autumn 1 | Autumn 2 |
|-----------|---|--|
| PRIMARY | Ad Astras to meet with Principals to agree work of Ad Astras for the term Baseline testing Y6 QA calendar in place in line with school policy Full learning walk identifying areas of strength and areas of development including learning environment. Ad Astra day Subject network meeting: Y6 summit Ad Astras create school on a page documents Action plan for subjects in place Identify CPD needs for schools and build in | Y6 GD convention Full book scrutiny Subject network meeting NQT meeting Action plan review 1 RAG rated Coaching with any identified staff. |
| SECONDARY | Full learning walk identifying areas of strength and areas of development. Y11 Book scrutiny. Action plan for subject in place. | First mock exam for Y11. Data Analysis and action plan |

SPRING

| | Spring 1 | Spring 2 |
|-----------|--|--|
| PRIMARY | Ad Astras to meet with principals to agree work of Ad Astras for the term Ad Astra day Full learning walk returning specifically to areas of development. Subject network meeting Action Plan review 2 RAG rated 15:1 data analysis documents | Book scrutiny returning to areas for development. Coaching with identified staff. Subject network meeting Easter school preparation. Easter revision pack preparation. 15:1 data analysis documents |
| SECONDARY | Plan half term revision days | Second mock for Y11 and data collection. Data Analysis and RIP |

SUMMER

| | Summer 1 | Summer 2 |
|-----------|--|---|
| PRIMARY | Ad Astras to meet with principals to agree work of Ad Astras for the term From final 15:1 identify target children at expected and GD and impact on possible results. What if document. 15:1 Data analysis documents | Subject network meeting. Staffing discussions for Y6 and Y2. Prepare QA calendar for following year. Update Desired Consistencies document. Resource champions time Ofsted prep for those schools where window open next year. Update Cosmos. |
| SECONDARY | Plan holiday and Saturday revision days | |

KEY PERFORMANCE INDICATORS

The KPI's for the Central subject team are:

- The attainment of pupils
- The achievement of pupils
- The improvement in the quality of teaching in the Academies with more teachers at or above the Astrea Teacher Standards.



ASTREA TEACHER STANDARDS

At Astrea Academy Trust, teaching is our core business. In order to ensure that the pupils in our care have the very best opportunities and choices in life, we must be relentless in the pursuit of excellence. For this reason, Astrea requires all teachers to achieve a high standard in their practice and actively seek areas for development and engage in their own professional development.

The high standard expected of all teachers is referred to as the 'Astrea Standard' and should lead to pupils making good progress in their learning. The 'Astrea Standard' is defined through a set of statements linked to the National Teacher Standards, in particular, Part One: Teaching points 1 to 7. The National Teacher Standards define the minimum level of practice of all trainees and teachers from the point of being awarded QTS. The 'Astrea Standard' then elaborates on these standards and provides further detail to describe what good or better teaching and learning includes; the conditions where pupils are receiving a 'good deal' with few, if any, barriers to their learning. The Astrea Standard is outlined in the table overleaf.

The following statements are drawn from the **National Teacher Standards** Part One points 1-7.

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

The following statements supplement and elaborate on the National Teacher Standards and defines the '**Astrea Standard**'; the conditions where pupils are receiving a 'good deal' with few, if any, barriers to their learning.

- The teacher has high expectations of what pupils can achieve
- Pupils have positive attitudes to learning. They show respect for one another as demonstrated in the way they work in pairs and small groups.
- Standards are explicit, both in the quality of work the teacher expects from pupils and their behaviours for learning.
- The teacher will often refer to what successful behaviour involves. For example, referring to the importance and expectations around dispositions such as attention to detail, patience, respect and resilience.
- Teachers will demonstrate/show pupils what excellent work looks like and encourages their pupils to aim for these standards
- High quality work will be displayed in the classroom
- Excellence in both outcomes and effort are celebrated whenever possible so that pupils take pride in their work and their commitment to doing their best.
- Pupils' work is neat and organised. Teachers are explicit in the standard of presentation and how the finished piece of work should look.

- The teacher keeps accurate records (markbooks) with up to date information on pupil progress.
- The quantity of work covered during the lesson is significant for the age of the pupils and demonstrates good progress.
- Pupils receive lots of opportunities to practice. Low stakes quizzing and tests are used regularly.
- Pupils move on to new work when they are ready.
- Prior learning is revisited often and connections are drawn between different topics.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

- The teacher shows excellent subject knowledge and has confidence in their delivery.
- The teacher is good at explaining difficult concepts to pupils and appreciates the common misconceptions that pupils have around their subjects.
- Learning is broken down into small steps that are then sequenced appropriately during lessons.
- The teacher is not afraid to stop an activity and correct pupils where there is misunderstanding or there is a lack of understanding.
- The teacher asks lots questions. Questioning are posed and then pupils are asked to offer an answer by name. Follow-up questions help pupils develop their detail, explanation and reasoning.
- The teacher introduces new concepts in a way that helps pupils connect with prior learning and personal context.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

- No specific approach to planning is expected, but sufficient lesson planning should take place to ensure the teacher is well-prepared. The content of the lesson and the learning activities are appropriately designed so that pupils can make good progress during the lesson.
- All work is purposeful and linked to the learning objectives.
- Planning is responsive to the progress that pupils make during lessons. Planning should recognise the specific learning needs of individuals and may recognise groups of learners.
- The academy's homework policy is consistently applied.

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

- The teacher provides additional support for pupils. This might be achieved through scaffolding such as writing frames, partially completed examples or physical resources in mathematics. The scaffolding is gradually removed as pupils become more competent and develop independence.
- The teacher adds additional levels of challenge when pupils are ready to move or begin to complete tasks with fluency. Challenge may be provided through specific feedback to individuals, probing questions or extension activities to deepen understanding. Pupils might be challenged to apply their learning in different contexts or link concepts they have previously studied.
- Where appropriate, pupils are targeted with interventions to help them catch up.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

- Formative assessment is ongoing. Teachers use a range of formative assessment tools to understand the progress pupils are making. This might include sampling work, questioning, observations or tests, possibly analysed at question level.
- The academy's marking and feedback policy is consistently applied.
- Sufficient time is planned into lessons for pupils to respond to feedback, correcting their work and making improvements as necessary.
- The teacher makes the most of the time when pupils are on task to circulate the classroom and give feedback to individuals – often pupils will respond to this feedback in the moment.
- Through individual and whole class feedback opportunities, the teacher clearly identifies what pupils need to do to improve. Wherever possible, real examples of work are given.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

- Pupils listen attentively to the teacher and each other.
- Pupils work well alongside one another. They are comfortable working with all pupils in the class, not just their friends.
- Pupils engage in positive discussions as pairs or small groups. Pupils cooperate and work together well.
- Pupils quickly begin tasks when prompted and are able to stay focused for an extended period of time.
- The teacher ensures engaged and alert by ensuring pupils engage in questioning and discussion. Pupils are not passive observers, but engaged participants in the lesson. All pupils are required to think hard and contribute. There is appropriate pace to the lesson. Work is not rushed, but pupils move on when they are ready so that no time is wasted.
- Low level disruption is dealt with quickly in a positive non-confrontational manner.
- The teacher does not talk over low level disruption. Instead, this is dealt with swiftly.
- The academy's behaviour policy is consistently applied.

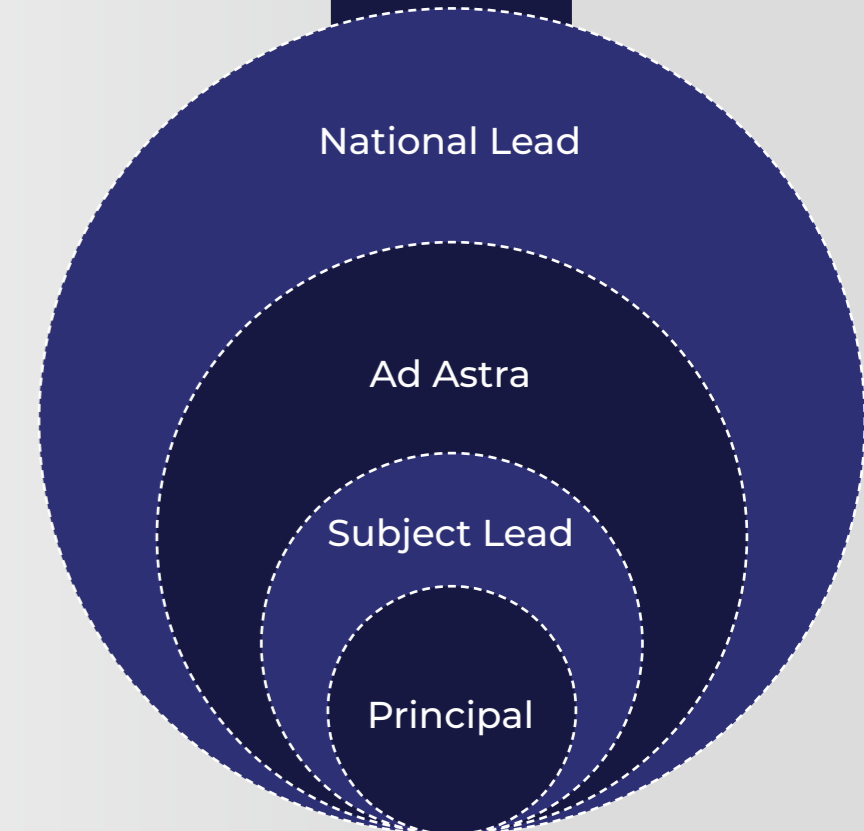


HOW THE ROLES INTERLEAVE

The National Astrea Lead and the Principal of each school are responsible for the quality of teaching delivered and the progress and attainment of all pupils in the academy.

Working with the Ad Astras and school English/Maths leads, they identify areas in need of improvement within the school and seek to improve upon those areas.

It is crucial that all senior leaders and teachers are aware of the work being undertaken, and the proforma for agreed action is the starting point for any work of the Ad Astras in school.





PROFORMA FOR AGREED ACTION

Ad Astra Support Action Plan

| | |
|---------------------------------------|--|
| AdAstra | |
| Area or staff member to be supported: | |
| Principal: | |
| Date: | |

| |
|--|
| Current Position and outline of support required: |
| |

| Objective | Actions to be taken | Time | Impact Measures/ Success Criteria | Monitored by | RAG Rating |
|-----------|---------------------|------|--------------------------------------|--------------|------------|
| | | | | | |
| | | | | | |

| | |
|-------------------------------------|--|
| Date Action Plan agreed and signed: | |
| Ad Astra: | |
| Principal: | |
| National Lead | |

| | |
|---|--|
| Date Feedback and Exit report completed and signed: | |
| Ad Astra: | |
| Principal: | |
| National Lead: | |

| |
|--|
| Recommended next steps for school lead and SLT in order to further support staff or the development of the subject. |
| |

| |
|--|
| Comments by Principal (to be completed at the end of the support) |
| |



COMMON DOCUMENTATION

As Ad Astras, National Astrea Leads and school leads we use common documentation for any work that we carry out in schools. The paperwork completed will vary depending upon the work carried out. Below is a list of the documentation and how it is used. Copies of all documentation are available in the appendix and on Cosmos under Common 'Common Documentation'.

| Documentation | Description of use | Used by | When |
|---------------------------------------|--|--|--|
| School on a page | At the start of each academic year to outline the context of the school at the start from any MTR's or Ofsted visits. Updated termly with action and impact by the Ad Astra. | Ad Astras and National Astrea Leads. | September January Easter July |
| Data conversations for external exams | After each data collection to identify areas of progress and areas of concern using GAP analysis. | Ad Astras and National Astrea Leads. | After each data collection. |
| Data conversations other years | After each data collection to identify areas of progress and areas of concern. | Ad Astras and National Astrea Lead. | After each data collection. |
| Learning walks | When a large number of lessons are to be seen in a period of time. | Ad Astras, National Astrea Leads and school leads. | Whenever required as part of QA process. |
| Observation forms | When a more detailed lesson observation takes place. Usually around 30 minutes duration in one lesson. | Ad Astras, National Astrea Leads and school leads. | Whenever required as part of QA process. |
| Work scrutiny | For targeted or individual scrutiny of a subject's books. | Ad Astras, National Astrea Leads and school leads. | Whenever required as part of QA process. |

| Documentation | Description of use | Used by | When |
|--------------------------------------|--|--|--|
| Student interviews | To carry out student voice discussions. | Ad Astras, National Astrea Leads and school leads. | Whenever required as part of QA process. |
| Ongoing coaching using HIPP model | When working regularly (perhaps weekly) with a teacher, involving regular observations and detailed feedback. | Ad Astras, National Astrea Leads and school leads. | Whenever required. |
| Astrea Teacher Standards Self Review | To be completed by the teacher to review their own teaching. | Teachers with Ad Astras, National Astrea Leads and school leads. | Whenever required. |
| Workstreams | To identify the work to be done over the year, broken down by terms for the school subject lead, Ad Astras and National Astrea Lead. | Ad Astras, National Astrea Leads and school leads. | September with additions as the year progresses. |
| Desired Consistencies Audit and RAG | Carried out to judge school compliance with Astrea subject Desired Consistencies. | Ad Astras and National Astrea Lead. | Initially July/September, reviewed termly. |
| Generic notes of visit | When meeting takes place in school to address a number of issues. | Ad Astras and National Astrea Lead. | Throughout the year. |

Documents to be distributed to National Lead, Academy Principal and subject leads by email and uploaded onto SharePoint.



APPENDICES A

Examples of Documentation for use in Primary and Secondary schools.

- ✓ School on a page
- ✓ Data discussions re Y6
- ✓ Data discussions other Primary years
- ✓ Data Discussions Secondary
- ✓ Learning Walks
- ✓ Lesson Observations
- ✓ Book Scrutiny
- ✓ Student interviews
- ✓ HIPP coaching record
- ✓ Astrea Teaching standards self-evaluation
- ✓ Workstreams
- ✓ Desired Consistencies Audit
- ✓ Generic Notes of visit

SCHOOL ON A PAGE

Position start of September 2018

| Date | Who | Focus | Action | Next Steps |
|------|-----|-------|--------|------------|
| | | | | |
| | | | | |

Evidence of Impact

school

15:1 data point

Current Position: Data from 15 to 1

Focus Children for Attainment at Exp

Who

How

What

Focus Children for Attainment at GD

Who

How

What

Focus Children for Progress

Who

How

What

Any issues around Specific groups

SEND

PP

NPP

EAL

LAC

Data Analysis date: School

Insert school data for PUMA/PIRA

Insert trust data for PUMA/PIRA to compare available on SharePoint Data Intelligence folder

Issues to address

Action to be taken

Who

RAG


DATA MEETINGS REPORT SECONDARY

| | | | |
|------------|--|-------|--|
| Department | | Date | |
| Teacher | | Class | |

| PTT Analysis | | |
|--------------|---|--|
| | % | % point change in last three weeks +/- |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
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| | | |

Who has improved and what is working?

| |
|--|
| |
|--|

Who are you concerned about and why?

| |
|--|
| |
|--|

What actions are you to undertake to address these concerns?

| |
|--|
| |
|--|


LEARNING WALKS
Learning Walk date: School

| | |
|-------------------|------------------|
| Date: | |
| Year Group: | |
| Areas of Strength | Areas to Develop |
| | |

| | |
|-------------------|------------------|
| Date: | |
| Year Group: | |
| Areas of Strength | Areas to Develop |
| | |

| | |
|-------------------|------------------|
| Date: | |
| Year Group: | |
| Areas of Strength | Areas to Develop |
| | |

| | |
|-------------------|------------------|
| Date: | |
| Year Group: | |
| Areas of Strength | Areas to Develop |
| | |

OBSERVATION

| | | | | | | | | | | | | |
|--|--|---|---|---|---|---|---|---|---|----|---|----|
| Teacher: | Lesson focus: | | | | | | | | | | | |
| Date: | Reviewer: | | | | | | | | | | | |
| Class: | Pupil number: | | | | | | | | | | | |
| Place an 'X' on each of the scales below from weak/limited impact/no evidence on the left to a strength/high impact/clearly evident on the right. These scales should then be used to inform discussions following the lesson. | | | | | | | | | | | | |
| Engagement | <table border="1"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>How engaged are learners? Are they showing positive behaviours for learning?</p> | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| Challenge | <table border="1"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>Are all learners challenged? Is learning appropriately differentiated to meet their needs?</p> | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| Questioning | <table border="1"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>Are questioning strategies used effectively?</p> | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| Structures for Learning | <table border="1"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>Does the teacher use effective routines, activities and processes to support learning?</p> | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| Learning | <table border="1"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table> <p>Were the learning objectives achieved? Did all learners make good progress?</p> | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| Questions for discussion: | | | | | | | | | | | | |

WHOLE SCHOOL WORK SCRUTINY

| | |
|-------------------|------------------|
| Date: | |
| Year Group: 6 | |
| Areas of Strength | Areas to Develop |
| | |

| | |
|-------------------|------------------|
| Date: | |
| Year Group: 4 | |
| Areas of Strength | Areas to Develop |
| | |

| | |
|-------------------|------------------|
| Date: | |
| Year Group: 2 | |
| Areas of Strength | Areas to Develop |
| | |

| | |
|-------------------|------------------|
| Date: | |
| Year Group: 5 | |
| Areas of Strength | Areas to Develop |
| | |

| | |
|-------------------|------------------|
| Date: | |
| Year Group: 3 | |
| Areas of Strength | Areas to Develop |
| | |

| | |
|-------------------|------------------|
| Date: | |
| Year Group: 1 | |
| Areas of Strength | Areas to Develop |
| | |

OVERVIEW FOR THE SCHOOL

Areas to Develop



STUDENT INTERVIEWS

Year Group: _____ Class: _____

How does your teacher check that you understand what you are doing?

Student 1:

Student 2:

Student 3:

What does your teacher do to help you get better?

Student 1:

Student 2:

Student 3:

What do you enjoy about your lessons?

Student 1:

Student 2:

Student 3:

What could your teacher do to make lessons better?

Student 1:

Student 2:

Student 3:

Do you look forward to your lessons?

Student 1:

Student 2:

Student 3:



| Coachee: | | Coach: | | School: | |
|----------|---|---------------------------------------|-----------------------|----------------------|--|
| | | | | | |
| Date | Discussion points / areas of development linked to areas of focus | Actions agreed (add completion dates) | Next Coaching Meeting | Actions met / impact | |
| | | | | | |

LESSON OBSERVATION NOTES

| Observed / WWW | Question for development / EBI |
|----------------|--------------------------------|
| | |

| The Astrea Standard Teacher Self-Reflection | | |
|--|-------|--|
| | ✓ / X | |
| <p>1. Set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none"> establish a safe and stimulating environment for pupils, rooted in mutual respect set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils | | A The teacher has high expectations of what pupils can achieve. |
| | | B Pupils have positive attitudes to learning. They show respect for one another as demonstrated in the way they work in pairs and small groups. |
| | | C Standards are explicit, both in the quality of work the teacher expects from pupils and their behaviours for learning. |
| | | D The teacher will often refer to what successful behaviour involves. For example, referring to the importance and expectations around dispositions such as attention to detail, patience, respect and resilience. |
| | | E Teachers will demonstrate/show pupils what excellent work looks like and encourages their pupils to aim for these standards. |
| | | F High quality work will be displayed in the classroom. |
| | | G Excellence in both outcomes and effort are celebrated whenever possible so that pupils take pride in their work and their commitment to doing their best. |
| | | H Pupils' work is neat and organised. Teachers are explicit in the standard of presentation and how the finished piece of work should look. |
| Comments | | |

The Astrea Standard Teacher Self-Reflection

| | ✓ / X | | |
|--|-------|---|--|
| 2. <i>Promote good progress and outcomes by pupils</i> <ul style="list-style-type: none"> be accountable for pupils' attainment, progress and outcomes be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these guide pupils to reflect on the progress they have made and their emerging needs demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching encourage pupils to take a responsible and conscientious attitude to their own work and study | | A | The teacher keeps accurate records (markbooks) with up to date information on pupil progress. |
| | | B | The quantity of work covered during the lesson is significant for the age of the pupils and demonstrates good progress. |
| | | C | Pupils receive lots of opportunities to practice. Low stakes quizzing and tests are used regularly. |
| | | D | Pupils move on to new work when they are ready. |
| | | E | Teachers will demonstrate/show pupils what excellent work looks like and encourages their pupils to aim for these standards. |

Comments

| | | | |
|---|--|---|---|
| 3. <i>Demonstrate good subject and curriculum knowledge</i> <ul style="list-style-type: none"> have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies | | A | The teacher shows excellent subject knowledge and has confidence in their delivery. |
| | | B | The teacher is good at explaining difficult concepts to pupils and appreciates the common misconceptions that pupils have around their subjects. |
| | | C | Learning is broken down into small steps that are then sequenced appropriately during lessons. |
| | | D | The teacher is not afraid to stop an activity and correct pupils where there is misunderstanding or there is a lack of understanding. |
| | | E | The teacher asks lots questions. Questioning are posed and then pupils are asked to offer an answer by name. Follow-up questions help pupils develop their detail, explanation and reasoning. |
| | | F | The teacher introduces new concepts in a way that helps pupils connect with prior learning and personal context. |

Comments

The Astrea Standard Teacher Self-Reflection

| | ✓ / X | | |
|---|-------|---|--|
| 4. <i>Plan and teach well-structured lessons</i> <ul style="list-style-type: none"> impart knowledge and develop understanding through effective use of lesson time promote a love of learning and children's intellectual curiosity set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired reflect systematically on the effectiveness of lessons and approaches to teaching contribute to the design and provision of an engaging curriculum within the relevant subject area(s) | | A | No specific approach to planning is expected, but sufficient lesson planning should take place to ensure the teacher is well-prepared. The content of the lesson and the learning activities are appropriately designed so that pupils can make good progress during the lesson. |
| | | B | All work is purposeful and linked to the learning objectives. |
| | | C | Planning is responsive to the progress that pupils make during lessons. Planning should recognise the specific learning needs of individuals and may recognise groups of learners. |
| | | D | The academy's homework policy is consistently applied. |

Comments

| | | | |
|--|--|---|---|
| 5. <i>Adapt teaching to respond to the strengths and needs of all pupils</i> <ul style="list-style-type: none"> know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them | | A | The teacher provides additional support for pupils. This might be achieved through scaffolding such as writing frames, partially completed examples or physical resources in mathematics. The scaffolding is gradually removed as pupils become more competent and develop independence. |
| | | B | The teacher adds additional levels of challenge when pupils are ready to move or begin to complete tasks with fluency. Challenge may be provided through specific feedback to individuals, probing questions or extension activities to deepen understanding. Pupils might be challenged to apply their learning in different contexts or link concepts they have previously studied. |
| | | C | Where appropriate, pupils are targeted with interventions to help them catch up. |

Comments

The Astrea Standard Teacher Self-Reflection

| | ✓ / X | | |
|--|-------|---|--|
| <p>6. Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements make use of formative and summative assessment to secure pupils' progress use relevant data to monitor progress, set targets, and plan subsequent lessons give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback | | A | Formative assessment is ongoing. Teachers use a range of formative assessment tools to understand the progress pupils are making. This might include sampling work, questioning, observations or tests, possibly analysed at question level. |
| | | B | The academy's marking and feedback policy is consistently applied. |
| | | C | Sufficient time is planned into lessons for pupils to respond to feedback, correcting their work and making improvements as necessary. |
| | | D | The teacher makes the most of the time when pupils are on task to circulate the classroom and give feedback to individuals – often pupils will respond to this feedback in the moment. |
| | | E | Through individual and whole class feedback opportunities, the teacher clearly identifies what pupils need to do to improve. Wherever possible, real examples of work are given. |
| Comments | | | |

The Astrea Standard Teacher Self-Reflection

| | ✓ / X | | | |
|--|----------|---|---|--|
| <p>7. Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary | | A | Pupils listen attentively to the teacher and each other. | |
| | | B | Pupils work well alongside one another. They are comfortable working with all pupils in the class, not just their friends. | |
| | | C | Pupils engage in positive discussions as pairs or small groups. Pupils cooperate and work together well. | |
| | | D | Pupils quickly begin tasks when prompted and are able to stay focused for an extended period of time. | |
| | | E | The teacher ensures engaged and alert by ensuring pupils engage in questioning and discussion. Pupils are not passive observers, but engaged participants in the lesson. All pupils are required to think hard and contribute. There is appropriate pace to the lesson. Work is not rushed, but pupils move on when they are ready so that no time is wasted. | |
| | | C | Low level disruption is dealt with quickly in a positive non-confrontational manner. | |
| | | D | The teacher does not talk over low level disruption. Instead, this is dealt with swiftly. | |
| | | E | The academy's behaviour policy is consistently applied. | |
| | Comments | | | |

WORKSTREAMS DOCUMENT

APPENDICES A

AUTUMN

| | Autumn 1 | Autumn 2 |
|---------|----------|----------|
| PRIMARY | | |

SPRING

| | Spring 1 | Spring 2 |
|---------|----------|----------|
| PRIMARY | | |

SUMMER

| | Summer 1 | Summer 2 |
|---------|----------|----------|
| PRIMARY | | |

DESIRED CONSISTENCIES AUDIT

APPENDICES A

Astrea school

| Consistency | Narrative to include any Contextual Variation | RAG |
|-------------|---|-----|
| Curriculum | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |


GENERIC NOTES OF VISIT

| School | Date | |
|--|-----------------|----------|
| | | |
| Data entry | Students at ARE | Gap |
| 2018 results | | |
| Y5 baseline | | |
| Entry 1 | | |
| Entry 2 | | |
| Entry 3 | | |
| Entry 4 | | |
| 2019 results | | |
| Visit conducted by: | | |
| In Attendance: | | |
| Focus of Visit: | | |
| Issues Discussed | | |
| | | |
| Recommendations for strategic development in the coming term | | |
| | | |
| Agreed Actions | | |
| Action | Who by? | Deadline |
| | | |
| | | |
| | | |

Date of next visit:

SECTION B

CYCLE OF SUPPORT

The cycle of support they provide is outlined below.

Allocate staff

From available Trust reviews, Inclusion Leadership RAG ratings (in line with the Astrea Strategic Model of Support), outcome data as well as local knowledge, the National Leaders of Inclusion and Safeguarding assign an Ad Astra to work in an identified school.

Identify Support

An initial meeting is held with the Principal and the Ad Astra to identify the nature of the support required.

Template for agreed action completed and signed. (This is usually for the half term but can be longer if necessary).

Action Plan

At the initial meeting an action plan is drawn up and agreed by both Principal and the Inclusion Ad Astra.

Work in schools

Ad Astra begins work in the assigned school.

Appropriate documentation completed and shared with Principal, National Lead and staff involved. Also stored on Ad Astra Cosmos.

Mid-term review

Ad Astra meets/calls Principal to outline progress on their work after 3/4 weeks.

Ad Astra receives supervision support from the respective National Leader of Inclusion / Safeguarding (two times each half term).

Continuation

Work in school continues with amendments if agreed by all parties following mid-term review.

End of half term

Action plan RAG rated by Inclusion Ad Astra and signed off by all parties. Comments completed to the Principal and National Lead.

Ad Astra feedback provides any further steps for the Principal and school Inclusion lead.

WHAT WE DO

The role of the Ad Astra working in schools can be tailored to the needs of the school as identified by the Principal and National Leader of Inclusion / Safeguarding. The important thing is to develop capacity in the school by supporting respective Inclusion leaders to establish best practice systems to track the effectiveness of provision and impact of actions taken to improve outcomes. This can be done through:

- ✦ Supporting the formulation of a Leadership file;
- ✦ Action planning with the school Inclusion Lead based on Trust Leadership RAG reviews, monitoring and data analysis;
- ✦ Completion of quality assurance (QA) processes with the school Inclusion Lead. Where appropriate, this may include:
 - ✓ Work scrutinies
 - ✓ Safeguarding Mapping
 - ✓ Learning Walks
 - ✓ Pupil interviews
- ✦ Construction of an inclusion QA and monitoring calendar;
- ✦ Reviewing and supporting the writing of statutory documentation and policies;
- ✦ Supporting effective monitoring, training and development of staff;
- ✦ Ofsted preparation.

In relation to SEND, Behaviour, EAL and the Pupil Premium this could also include:

- ✦ Supporting and enabling staff to improve provision within the classroom and during withdrawn intervention;
- ✦ Promoting strategies which support differentiation, inclusion and positive behaviour;
- ✦ Ensuring staff are well informed about evidence based innovation, research and developments in interventions.

In relation to Safeguarding and Attendance this could also include:

- ✦ Supporting and enable staff to support improved attendance and the implementation of attendance strategies;
- ✦ Supporting the development of safeguarding practice;
- ✦ Ensuring staff are well informed about current legislation, statutory guidance and research in relation to safeguarding/attendance.

Ad Astras cannot provide support as part of a formal procedure.



WORKSTREAMS TERM BY TERM

AUTUMN

| | Autumn 1 | Autumn 2 |
|------------------|--|---|
| INCLUSION | Ad Astra Development day. Cluster/network meeting /working group. Identification of school for support. 'Template for Agreed Action' completed. Ensure a relevant Action Plan for Safeguarding/Behaviour/SEND/EAL/Pupil Premium is current and in place. 'Leadership Consistencies Tracker' updated weekly to evidence impact. Identify any additional training needs for schools and build in. Review of 'Template for Agreed Action'. 2 x Line Management sessions between Ad Astra and National Lead. | Ad Astra Development day. Identification of school for support. 'Template for Agreed Action' completed. Ensure a relevant Action Plan for Safeguarding/Behaviour/SEND/EAL/Pupil Premium is current and in place. 'Leadership Consistencies Tracker' updated weekly to evidence impact. Identify any additional training needs for schools and build in. Review of 'Template for Agreed Action'. 2 x Line Management sessions between Ad Astra and National Lead. |

SPRING

| | Spring 1 | Spring 2 |
|------------------|--|---|
| INCLUSION | Ad Astra Development day. Cluster/network meeting /working group. Identification of school for support. 'Template for Agreed Action' completed. Ensure a relevant Action Plan for Safeguarding/Behaviour/SEND/EAL/Pupil Premium is current and in place. 'Leadership Consistencies Tracker' updated weekly to evidence impact. Identify any additional training needs for schools and build in. Review of 'Template for Agreed Action'. 2 x Line Management sessions between Ad Astra and National Lead. | Ad Astra Development day. Identification of school for support. 'Template for Agreed Action' completed. Ensure a relevant Action Plan for Safeguarding/Behaviour/SEND/EAL/Pupil Premium is current and in place. 'Leadership Consistencies Tracker' updated weekly to evidence impact. Identify any additional training needs for schools and build in. Review of 'Template for Agreed Action'. 2 x Line Management sessions between Ad Astra and National Lead. |

SUMMER

| | Summer 1 | Summer 2 |
|------------------|--|---|
| INCLUSION | Identification of school for support. 'Template for Agreed Action' completed. Ensure a relevant Action Plan for Safeguarding/Behaviour/SEND/EAL/Pupil Premium is current and in place. 'Leadership Consistencies Tracker' updated weekly to evidence impact. Identify any additional training needs for schools and build in. Review of 'Template for Agreed Action'. 2 x Line Management sessions between Ad Astra and National Lead. | Cluster/network meeting /working group. Identification of school for support. 'Template for Agreed Action' completed. Ensure a relevant Action Plan for Safeguarding/Behaviour/SEND/EAL/Pupil Premium is current and in place. 'Leadership Consistencies Tracker' updated weekly to evidence impact. Identify any additional training needs for schools and build in. Review of 'Template for Agreed Action'. 2 x Line Management sessions between Ad Astra and National Lead (final session to review overall Ad Astra deployment). |

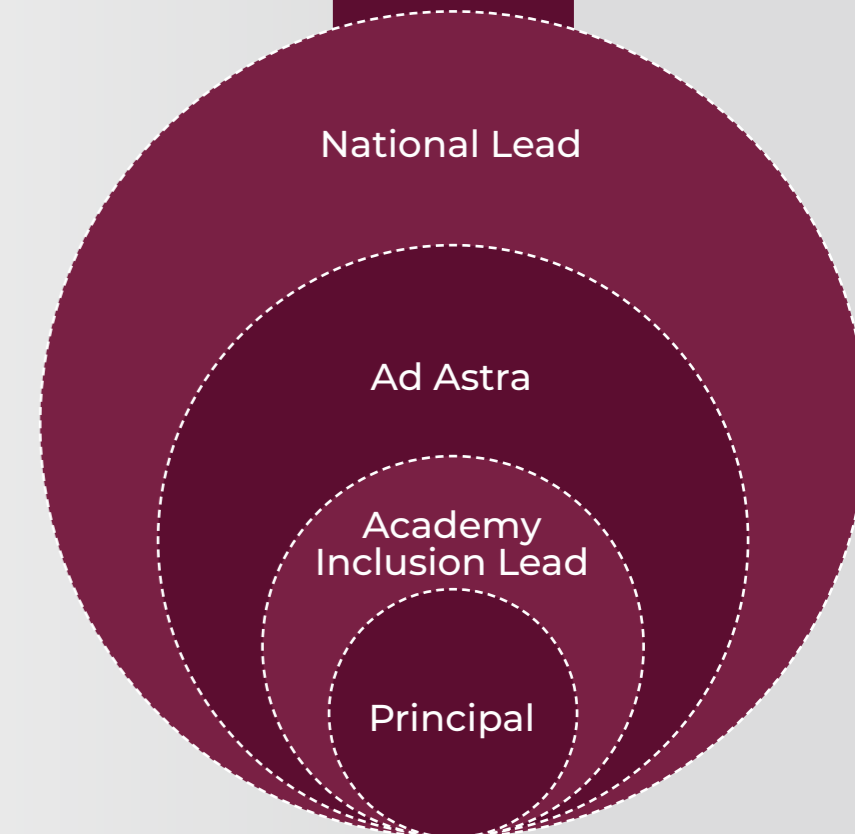
KEY PERFORMANCE INDICATORS

The KPI's for the Inclusion team are:

- The attainment and progress of key vulnerable groups;
- The accurate and early identification of additional needs;
- The attendance of pupils, including those in different vulnerable groups;
- The exclusion rate of pupils, including those in different vulnerable groups;
- The effectiveness of Safeguarding policy and practice;
- The improvement in the Leadership of Inclusion across the Trust represented by changes in Leadership ratings, in line with the Astrea Strategic Model of Support.

HOW THE ROLES INTERLEAVE

The Principal of each school is responsible for the quality of inclusion and safeguarding leadership. Working with the National Leader of Inclusion / Safeguarding as well as the Ad Astra and school based Inclusion Leads, areas in need of improvement can be identified. It is crucial that all stakeholders are aware of the work being undertaken.



WORKSTREAMS TERM BY TERM

As Ad Astras, National Leaders and school-based Inclusion Leaders, we use common documentation for any work that we carry out in schools. The paperwork completed will vary depending upon the work carried out. Below is a list of the documentation and how it is used. Copies of all documentation is available on Cosmos in the Inclusion section.

| Documentation | Description of use |
|--|--|
| Template for Agreed Action | At the start of each deployment to outline the context of the school, to agree the actions to be completed by the Ad Astra with the school. Also completed at the end of the deployment with recommendations for next steps. To be stored and updated on Cosmos. |
| Line Management Template | To be completed two times each half term by the National Leader of Inclusion / Safeguarding to record the line management discussion and agreed actions made with the Inclusion Ad Astra. (To be retained by the Inclusion Ad Astra – not loaded on to Cosmos) |
| Leadership Consistencies Tracker (RAG): Safeguarding Behaviour SEND EAL Pupil Premium | Carried out to judge school compliance with Astrea Desired Consistencies and Leadership checklists. To be used to record and monitor progress towards these desired consistencies over time by the school. This is updated by the Ad Astra, emailed to the respective National Lead and updated on Cosmos on a weekly basis. |

| Documentation | Description of use |
|--|---|
| Learning walks: Behaviour for Learning SEND Teaching Assistants EAL Pupil Premium | When a large number of lessons are to be seen in a period of time. Original to be retained by the school. Copy to be saved on Cosmos (names redacted) |
| Work scrutiny: SEND EAL Pupil Premium | For targeted scrutiny of books (class or intervention). Copy to be saved on Cosmos (names redacted) |
| Pupil Voice | To carry out pupil voice discussions. Copy to be saved on Cosmos (names redacted) |

Documents to be emailed to respective National Lead and, where appropriate, uploaded onto the Ad Astra Cosmos area of Sharepoint

APPENDICES B

Examples of Documentation for use in Primary and Secondary schools.

- ✓ Template for agreed action
- ✓ Line Management Meetings
- ✓ Leadership Consistencies Tracker – Safeguarding
- ✓ Leadership Consistencies Tracker – Behaviour
- ✓ Leadership Consistencies Tracker – SEND
- ✓ Leadership Consistencies Tracker – EAL
- ✓ Leadership Consistencies Tracker – Pupil Premium
- ✓ Learning Walk – Behaviour for Learning
- ✓ Learning Walk – SEND
- ✓ Learning Walk – Teaching Assistants
- ✓ Learning Walk – EAL
- ✓ Learning Walk – Pupil Premium
- ✓ Work Scrutiny – SEND
- ✓ Work Scrutiny – EAL
- ✓ Work Scrutiny – Pupil Premium
- ✓ Pupil Voice

PROFORMA FOR AGREED ACTION - INCLUSION

Ad Astra Support Action Plan

| | |
|---------------------------------------|--|
| AdAstra | |
| Area or staff member to be supported: | |
| Principal: | |
| Date: | |

Current Position and outline of support required:

| Actions to be taken | Objective | Impact Measures/ Success Criteria | Monitored by | RAG Rating / Impact (with reference to Leadership Consistencies Tracker) |
|---------------------|-----------|--------------------------------------|--------------|--|
| | | | | |
| | | | | |

| | |
|--|--|
| Date Action Plan agreed and signed: | |
| Ad Astra: | |
| Principal: | |
| National Leader of Inclusion / Safeguarding: | |

| | |
|---|--|
| Date Feedback and Exit report completed and signed: | |
| Ad Astra: | |
| Principal: | |
| National Leader of Inclusion / Safeguarding: | |

| |
|--|
| Recommended next steps for Inclusion Leaders and SLT in order to further support staff or the development of inclusive practice. |
| |

| |
|---|
| Comments by Principal (to be completed at the end of the support) |
| |



LINE MANAGEMENT MEETING RECORD

Date:

In Attendance:

Focus:

Issues Discussed:

Recommendations for Strategic Development in the Coming Term / Year:

Actions Agreed:

| What | Who By | Deadline |
|------|--------|----------|
| | | |
| | | |
| | | |
| | | |

Date of next visit, if appropriate: Insert here

LEADERSHIP CONSISTENCIES TRACKER – SAFEGUARDING

APPENDICES B

Astrea school:

| Consistency | Narrative | RAG |
|---|-----------|-----|
| Website Compliance: Equalities objectives Safeguarding Policy | | |
| Single central record regularly checked by Principal and compliant | | |
| The DSL has an evidence file which contains: | | |
| Astrea Audit document | | |
| Astrea Safeguarding monitoring | | |
| Safeguarding Action Plan and progress against success criteria | | |
| Local Authority Safeguarding Audit | | |
| Example Behaviour Plan | | |
| Example of a Risk assessment | | |
| Example of a cause for concern | | |
| Records of safeguarding Training completed by staff and dated | | |
| Minutes of GB meetings with safeguarding highlighted | | |
| Attendance is regularly monitored, there is evidence of strategies used to improve attendance and Impact documented | | |
| Confirmation of any part time timetables and monitoring/ documentation is within the evidence file | | |
| Case studies/sample Chronologies available to quality assure practice and record keeping | | |
| Open cases are tracked and plans are monitored regularly | | |
| CPOMS/Case files are up to date | | |

APPENDICES B

| Consistency | Narrative | RAG |
|--|-----------|-----|
| The DSL can articulate: | | |
| The date in which the Safeguarding policy was last reviewed and updated | | |
| Complexity of cases and numbers of: EHA, TAC, CiN, CP, CME | | |
| How concerns are shared with the LA and the records kept | | |
| The security of personal files and access only by Principal / DSL | | |
| Current attendance, PA and exclusion data for the school and all pupil groups | | |
| Processes for tackling attendance | | |
| Acceptable use policy and e-safety, including training and recording | | |
| Local/community issues and how these are addressed | | |
| Site safety and security and liaison with Estates team | | |
| Pupils are safe, happy and well prepared for the next stage in their education | | |


LEADERSHIP CONSISTENCIES TRACKER – BEHAVIOUR

APPENDICES B

Astrea school:

| Consistency | Narrative | RAG |
|--|-----------|-----|
| Website Compliance: Link to Behaviour Best Practice Guidance Behaviour Policy / Anti-Bullying Statement | | |
| The Behaviour Lead is able to describe the positive approaches utilised by the school to create success in improving access and attitudes to learning | | |
| All staff understand their duty under the Equality Act (2010) in terms of its implications for support of pupils with SEND | | |
| The Behaviour Lead is able to clearly articulate the “reasonable adjustments” the school is currently making in line with the Equality Act (2010) for pupils with Social, Emotional and Mental Health issues (SEMH) and those with disabilities such as Autistic Spectrum Disorders (ASD), with examples given below | | |
| The school has a clear approach to support its most behaviourally challenging pupils | | |
| Teachers and support staff have accessed specific training designed to improve teaching and learning for pupils with behaviours that challenge | | |
| The Behaviour Lead has an action plan to improve behaviour in the school | | |
| The expectations of pupils’ behaviour are clearly displayed around the school | | |

APPENDICES B

| Consistency | Narrative | RAG |
|---|-----------|-----|
| Pupil voice reports confirm that pupils feel safe and believe behaviour to be good | | |
| The school is able to demonstrate where restraint or physical intervention has been utilised that this is reasonable | | |
| The Behaviour Lead is able to articulate a clear understanding of the legal requirements when making exclusions | | |
| There is evidence of alternative approaches being utilised to reduce exclusions | | |
| The school can provide evidence of legal requirements being followed in relation to exclusions, including setting work from the first day of exclusion and 6th day provision of alternative full-time education | | |
| The Behaviour Lead engages effectively with local systems to support behaviour (eg. Inclusion/Access Panel processes, managed move protocols) | | |
| When engaging with external agencies to support pupils with behaviour needs, the quality of this provision is quality assured | | |
| There is a Behaviour Leadership file developed containing evidence of monitoring completed (eg. behaviour for learning walk, pupil voice), data analysis and other key documentation | | |
| The Behaviour Lead can articulate clearly the types of behaviour displayed within the school and can demonstrate robust methods for recording and analysis | | |
| The Behaviour Lead can clearly articulate the school approach to rewards and sanctions, including how this ensures equity across all pupil groups and promotes a reduction in behaviour incidents | | |

LEADERSHIP CONSISTENCIES TRACKER – SEND

APPENDICES B

Astrea school:

| Consistency | Narrative | RAG |
|---|-----------|-----|
| Website Compliance: SEND Information Report Link to Astrea Inclusion Policy Accessibility Plan Equality Objectives | | |
| The SENDCO has an Evidence File, which includes the following: | | |
| Overview of school headline data | | |
| Current tracking data for SEND pupils | | |
| Current attendance, PA and exclusion data for SEND | | |
| Confirmation of SEND budget and how funding is used | | |
| SEND Action plan, linking to whole-school development plan | | |
| Astrea SEND Review document | | |
| Astrea SEND Monitoring Review document | | |
| Example one-page profiles, anonymised | | |
| Example case studies of complex cases, anonymised | | |
| Monitoring and evaluation schedule | | |
| Records of SEND learning walks and actions taken | | |
| Records of work scrutiny SEND vs NSEND and action taken | | |
| Provision map, which identifies interventions | | |
| Evidence of impact of interventions as a whole and for individuals | | |

APPENDICES B

| Consistency | Narrative | RAG |
|---|-----------|-----|
| The SENCO can articulate: | | |
| The vision for SEND across the school | | |
| What training staff have had for SEND and regularity of updates | | |
| How SEND funding is used and the rationale for this | | |
| Identification processes for SEND, including teacher referrals | | |
| How SEND are supported to access the wider curriculum | | |
| How assess>plan>do>review is implemented | | |
| How well parents are engaged and co-produce plans of support | | |
| Current percentage of SEND and primary areas of need | | |
| Current percentage of pupils who are both SEND and PP | | |
| Current whole school academic data; how this compares for SEND | | |
| Whole-school attendance and exclusions data; compared to SEND | | |
| Interventions used in the last year and their impact | | |
| Interventions producing the greatest success/impact | | |


LEADERSHIP CONSISTENCIES TRACKER – EAL

Astrea school:

| Consistency | Narrative | RAG |
|--|-----------|-----|
| Website Compliance: Link to Astrea Inclusion Policy Equality Objectives | | |
| There is a Pupil Champion for EAL identified for the school | | |
| The Pupil Champion for EAL regularly updates SLT on updates to policy and practice around meeting the needs of EAL pupils | | |
| The Pupil Champion for EAL has a clear vision for provision and outcomes in the school which best meets the needs of EAL pupils | | |
| The Pupil Champion for EAL has received appropriate training and is knowledgeable on policy and practice, including the Bell Foundation EAL Proficiency Scales | | |
| As part of the school Improvement Plan there is an EAL development plan in place with clear aims and objectives | | |
| A link governor has been identified to act as an ambassador for all EAL pupils within the school | | |
| The link governor systematically challenges leaders about the learning and progress of EAL pupils and the efficient use of resources to support | | |
| The school has an EAL policy which has been developed in consideration of the guidance available through EAL Nexus | | |
| Staff CPD needs are accurately identified and addressed to ensure continued improvement in supporting pupils with EAL | | |

| Consistency | Narrative | RAG |
|---|-----------|-----|
| The Pupil Champion for EAL liaises with the SENCO and the Pupil Premium Coordinator, as appropriate, to ensure a 'joined-up' approach to support and to ensure additional needs are identified in a timely manner | | |
| There is an EAL Leadership file developed containing evidence of monitoring completed (learning walk, work scrutiny, pupil voice) | | |
| The Pupil Champion for EAL and SLT have a clear understanding of the attainment and progress of EAL pupils and how these compare with national 'other' figures and with 'other' pupils in the school | | |
| On entry to the school, EAL pupils undertake an initial assessment, informed by the Bell EAL Proficiency scales, to determine the current level of proficiency in English | | |

LEADERSHIP CONSISTENCIES TRACKER – PUPIL PREMIUM

APPENDICES B

Astrea school:

| Consistency | Narrative | RAG |
|--|-----------|-----|
| Website Compliance: Pupil Premium Strategy Primary and PE Sports Premium Reporting Tool Year 7 Catch-Up Funding Statement Link to Astrea Inclusion Policy Parent-friendly '7 Building Blocks' poster to explain funding Equality Objectives | | |
| The PP Lead has an Evidence File, which includes the following: | | |
| Overview of school headline data | | |
| Current tracking data for disadvantaged pupils | | |
| Current attendance, PA and exclusion data for disadvantaged pupils | | |
| Confirmation of PP grant and how funding is used | | |
| PP Action plan, linking to whole-school development plan | | |
| Astrea Pupil Premium Review document | | |
| Astrea PP Monitoring Review document | | |
| Example case studies of complex cases, anonymised | | |
| Monitoring and evaluation schedule | | |
| Records of PP learning walks and actions taken | | |
| Records of work scrutiny PP vs NPP and action taken | | |
| Provision map, which identifies interventions | | |

APPENDICES B

| Consistency | Narrative | RAG |
|--|-----------|-----|
| Evidence of impact of interventions as a whole and for individuals | | |
| Evidence of impact of interventions as a whole and for individuals | | |
| The PP Coordinator can articulate: | | |
| The vision for disadvantaged pupils across the school | | |
| Current percentage of PP and barriers to learning | | |
| Current percentage of pupils who are both PP and SEND | | |
| Current whole school academic data; how this compares for PP | | |
| How disadvantaged are supported to access the wider curriculum | | |
| Whole-school attendance and exclusions data; compared to PP | | |
| Interventions used in the last year and their impact | | |
| Interventions producing the greatest success/impact | | |
| How they support staff to develop the curriculum for disadvantaged | | |
| What they are doing to enhance parental engagement and partnership | | |


LEARNING WALK – BEHAVIOUR FOR LEARNING

| | | | |
|----------|--|-------------------|--|
| School | | Date | |
| Observer | | Class / Key Stage | |

| Setting a Climate for Learning | ✓/X | Comment |
|---|-----|---------|
| Teachers are at the door ready to greet pupils | | |
| Pupils are on time to the lesson | | |
| The lesson begins in a calm and orderly way | | |
| Pupils settle quickly | | |
| Pupils are organised and ready to learn | | |
| Classroom Management | | Comment |
| An effective strategy is utilised to calm pupils / attract attention. Eg. Ready in 3-2-1... / raised hand | | |
| There is a clear beginning to the lesson | | |
| There is purposeful activity when pupils arrive at the start of the day, or come in after breaks | | |
| Pupils are clear about what is expected of them and the time allocated for tasks | | |
| Behaviour within the Lesson | | Comment |
| Pupils are polite to each other | | |
| Bad or inappropriate language is always challenged by the teacher | | |
| Pupils consciously adjust their behaviour, when necessary | | |
| Pupils ignore provocation from peers | | |
| Pupils are able to accept praise / constructive criticism individually | | |
| Pupils complete the work set | | |

| Responses to Poor Behaviour | ✓/X | Comment |
|---|-----|---------|
| Sanctions are applied in a subtle and understated manner so as not to draw the attention of other pupils to the situation | | |
| Adults draw attention to the behaviour and not the pupil | | |
| Teachers have at their disposal a range of strategies to deal with minor disruption or off-task behaviours | | |
| Pupils respond positively and appropriately to sanctions | | |
| If the approach used is unsuccessful, the adult implements a consequence in line with the school behaviour policy | | |
| Adults' behaviour models the social, emotional and behavioural skills that the school seeks to develop in pupils | | |

Additional Comments


LEARNING WALK – SEND

| | | | |
|----------|--|-------------------|--|
| School | | Date | |
| Observer | | Class / Key Stage | |

| Knowing the Pupils with SEND | ✓ / X | Comment |
|--|-------|---------|
| Class data identifies who the SEND pupils are, e.g. mark books | | |
| The Teacher File makes clear the strategies to be used to support pupils with SEND | | |
| When questioned, the teacher knows who the SEND pupils are and can articulate their specific needs; including their strengths and weaknesses | | |
| Planning to Support Pupils with SEND | | Comment |
| Lesson plans clearly identify differentiation for SEND pupils, e.g. through resources, delivery, content to ensure access to learning, scaffolding, modelling etc. | | |
| Seating for SEND pupils ensures positive inclusion with their peers | | |
| There are enough resources for all pupils and they are distributed to pupils with SEND first | | |
| Visual and adapted resources are available for pupils with SEND, where needed | | |
| Quality First Teaching for Pupils with SEND | | Comment |
| The teacher demonstrates high expectations for SEND pupils and does not assume they will make less progress, purely because they have SEND | | |
| The work is pitched at the correct level for pupils with SEND and there is opportunity for stretch and challenge | | |
| Teacher instructions are succinct, clear and repeated | | |
| Once the learning activity has started, the teacher checks SEND pupils understand | | |

| Quality First Teaching for Pupils with SEND | ✓ / X | Comment |
|--|-------|---------|
| In-class support ensures maximised impact on learning and progress | | |
| Access arrangements for pupils with SEND are a standard feature of 'normal classroom practice', e.g. word processors, scribes, readers, additional time | | |
| Clear and fair behaviour management is consistently applied and focuses on the behaviour and not the pupil, with clear opportunities for redemption and praise | | |
| Promote Independent Learning | | Comment |
| Within the lesson, pupils with SEND are provided with the tools and resources that will allow them to access and engage with work independently | | |
| Within the lesson, pupils with SEND do not rely on the support of a TA | | |
| Progress Over Time for Pupils with SEND | | Comment |
| When comparing SEND books with non-SEND books, equity of high expectations are demonstrated in the amount of work completed | | |
| When comparing SEND books with non-SEND books, equity of feedback is evidenced, with clear steps for improvement provided | | |
| The feedback provided to pupils with SEND is focused on learning and not just on presentation | | |
| In instances of absence, there is clear evidence of work being 'caught up' on return | | |

Any Additional Comments:


LEARNING WALK – TEACHING ASSISTANTS

| | | | |
|----------|--|-------------------|--|
| School | | Date | |
| Observer | | Class / Key Stage | |

| In-Class Support | ✓ / X | Comment |
|--|-------|---------|
| Teachers and TAs work effectively as a team | | |
| TAs work with a range of pupils within the class; not just those who are low-attaining or SEND | | |
| Support for specific pupils is structured so that it helps them access general classroom teaching | | |
| The deployment of the TA in the classroom is driven by the needs of the pupils and can therefore change as the lesson progresses | | |
| TAs have sufficient subject knowledge to allow the learning to progress at an appropriate pace | | |
| TAs provide the right amount of support at the right time, and consistently give the least amount of help first | | |
| TAs ensure pupils retain ownership of their learning and responsibility for their work; ensuring independence is central | | |
| Pupils are able to work independently when the TA is not present or supporting | | |
| TAs actively look for opportunities for pupil independence to be developed / enhanced | | |
| TAs are skilled in questioning to draw out understanding and deeper learning | | |
| TAs allow sufficient 'wait time' for pupils to think and respond; they do not rush pupils or provide the answers in order to 'get the task done' | | |
| Time is not wasted with TAs 'sitting and listening' to teacher talk | | |

| Targeted Interventions | ✓ / X | Comment |
|---|-------|---------|
| Interventions are chosen to complement and extend class-based teaching and learning and are based on evidence from research | | |
| It is clear that staff delivering interventions have had sufficient training and are skilled in delivery | | |
| Staff delivering intervention sessions provide clear instructions to pupils, which are succinct and repeated | | |
| Intervention sessions are well-paced and resourced | | |
| Intervention sessions do not result in pupils missing significant periods of class-based learning | | |
| Staff delivering interventions check pupils' understanding before moving on or ending the session | | |
| Staff delivering interventions are confident and skilled in promoting positive behaviour management so that sessions are productive | | |
| Records kept provide evidence of the progress made in interventions being shared with the classroom teacher | | |
| Work produced in intervention sessions provides evidence of progress over time, which is reported on formally every six weeks | | |

Any Additional Comments:


LEARNING WALK – EAL

| | | | |
|----------|--|-------------------|--|
| School | | Date | |
| Observer | | Class / Key Stage | |

| Knowing the Level of Language Proficiency for Pupils with EAL | ✓/X | Comment |
|---|-----|---------|
| The Bell Foundation EAL Assessment Framework is used to secure an understanding of levels of proficiency for pupils with EAL | | |
| Class data identifies the level of English language acquisition for pupils with EAL, e.g. mark books | | |
| When questioned, the teacher knows the cultural and language backgrounds of all pupils with EAL in the class | | |
| Planning to Support Pupils with EAL | | Comment |
| Lesson plans clearly identify differentiation for pupils with EAL and ensures access to learning, e.g. through resources, content, delivery, scaffolding, modelling | | |
| Seating for pupils with EAL ensures positive inclusion with their non-EAL peers | | |
| Dictionaries are provided to enhance learning, e.g. Cambridge Learner's Dictionary / Bilingual Dictionary | | |
| The use of visual aids to support emersion in language development are culturally relevant and of good quality | | |
| Quality First Teaching for Pupils with EAL | | Comment |
| The teacher demonstrates high expectations for pupils with EAL and does not assume they will make less progress, purely because they have EAL | | |
| The teacher ensures opportunities to develop, rehearse and reinforce language and vocabulary through speaking and listening activities are frequent | | |
| The teacher provides effective models of spoken and written language | | |
| Pupils with EAL are provided with language models to enhance their use of written English and key vocabulary is taught explicitly | | |

| Quality First Teaching for Pupils with EAL | ✓/X | Comment |
|--|-----|---------|
| Teacher instructions are succinct, clear and repeated to increase familiarity and understanding of key phrases and more complex language / technical terms | | |
| Once the learning activity has started, the teacher checks the understanding of pupils with EAL | | |
| Promote Independent Learning | | Comment |
| Within the lesson, pupils with EAL are provided with the tools and resources that will allow them to access and engage with work independently | | |
| In-class support is appropriately deployed according to need and in consideration of pupils' perceptions | | |
| Where a Language Support Assistant is available, collaboration with the class teacher is effective | | |
| Progress Over Time for Pupils with EAL | | Comment |
| When comparing EAL books with non-EAL books, equity of high expectations are demonstrated in the amount of work completed | | |
| When comparing EAL books with non-EAL books, equity of feedback is evidenced, with clear steps for improvement provided | | |
| In instances of absence, there is clear evidence of work being 'caught up' on return | | |

Any Additional Comments:


LEARNING WALK – PUPIL PREMIUM

| | | | |
|----------|--|-------------------|--|
| School | | Date | |
| Observer | | Class / Key Stage | |

| Knowing the PP Pupils | ✓/X | Comment |
|--|-----|---------|
| Class data identifies who the PP pupils are, e.g. mark books | | |
| The Teacher File makes clear the strategies to be used to support pupils with PP who have specific barriers to learning | | |
| When questioned, the teacher knows who the PP pupils are and can articulate their specific needs; including their strengths and weaknesses | | |
| Planning to Support PP Pupils | | Comment |
| Lesson plans clearly identify differentiation for PP pupils, e.g. through resources, delivery, content to ensure access to learning, scaffolding, modelling etc. | | |
| Seating for PP pupils ensures positive inclusion with their peers | | |
| There are enough quality resources for all pupils, including PP | | |
| Visual and adapted resources are available for PP pupils with SEND, where needed | | |
| Quality First Teaching for PP Pupils | | Comment |
| The teacher demonstrates high expectations for PP pupils | | |
| The work is pitched at the correct level for PP pupils (particularly the MABLE PP) and there is opportunity for stretch and challenge | | |
| Teacher instructions are succinct, clear and repeated | | |
| Once the learning activity has started, the teacher checks PP pupils understand | | |
| In-class support ensures maximised impact on learning and progress | | |
| Clear and fair behaviour management is consistently applied and focuses on the behaviour and not the pupil, with clear opportunities for redemption and praise | | |

| Promote Independent Learning | ✓/X | Comment |
|--|-----|---------|
| Within the lesson, PP pupils are provided with the tools and resources that will allow them to access and engage with work independently | | |
| Progress Over Time for PP Pupils | | |
| When comparing PP books with non-PP books, equity of high expectations are demonstrated in the amount of work completed | | |
| When comparing PP books with non-PP books, equity of feedback is evidenced, with clear steps for improvement provided | | |
| The feedback provided to PP pupils is focused on learning and not just on presentation | | |
| In instances of absence, there is clear evidence of work being 'caught up' on return | | |

Any Additional Comments:

Subject: _____ Year Group: _____ Date: _____

| Evidence found within books: | SEND | | | NSEND | | |
|---|---------|---------|---------|---------|---------|---------|
| | Pupil 1 | Pupil 2 | Pupil 3 | Pupil 4 | Pupil 5 | Pupil 6 |
| Presentation of work does not deteriorate over time | | | | | | |
| There is clear evidence of progress through a topic / scheme of work | | | | | | |
| Marking and feedback consistently adheres to whole-school policy | | | | | | |
| Where there are instances of absence, it is clear where work has been 'caught up' | | | | | | |
| Marking and feedback focuses on learning and not behaviour | | | | | | |
| The work undertaken is appropriate for the ability of the pupil | | | | | | |
| There is clear evidence of progress in the application of skills / learning | | | | | | |
| There is evidence of differentiation, where appropriate | | | | | | |
| The frequency of marking and feedback is in-line with whole-school expectations | | | | | | |
| Marking and feedback helps the pupil to improve / enhance their learning | | | | | | |

Additional Comments:

Subject: _____ Year Group: _____ Date: _____

| Evidence found within books: | EAL | | | NEAL | | |
|--|---------|---------|---------|---------|---------|---------|
| | Pupil 1 | Pupil 2 | Pupil 3 | Pupil 4 | Pupil 5 | Pupil 6 |
| Presentation of work does not deteriorate over time | | | | | | |
| There is clear evidence of progress through a topic / scheme of work | | | | | | |
| Marking and feedback consistently adheres to whole-school policy | | | | | | |
| Where there are instances of absence, it is clear where work has been 'caught up' | | | | | | |
| Marking and feedback focuses on learning and not behaviour | | | | | | |
| The work undertaken is appropriate for the ability of the pupil | | | | | | |
| There is clear evidence of progress in the application of skills / learning / language development | | | | | | |
| There is evidence of differentiation or language support, where appropriate | | | | | | |
| The frequency of marking and feedback is in-line with whole-school expectations | | | | | | |
| Marking and feedback helps the pupil to improve / enhance their learning | | | | | | |

Additional Comments:


WORK SCRUTINY – PUPIL PREMIUM

Subject: _____ Year Group: _____ Date: _____

| Evidence found within books: | PP | | | NPP | | |
|---|---------|---------|---------|---------|---------|---------|
| | Pupil 1 | Pupil 2 | Pupil 3 | Pupil 4 | Pupil 5 | Pupil 6 |
| Presentation of work does not deteriorate over time | | | | | | |
| There is clear evidence of progress through a topic / scheme of work | | | | | | |
| Marking and feedback consistently adheres to whole-school policy | | | | | | |
| Where there are instances of absence, it is clear where work has been 'caught up' | | | | | | |
| Marking and feedback focuses on learning and not behaviour | | | | | | |
| The work undertaken is appropriate for the ability of the pupil | | | | | | |
| There is clear evidence of progress in the application of skills / learning | | | | | | |
| There is evidence of differentiation, where appropriate | | | | | | |
| The frequency of marking and feedback is in-line with whole-school expectations | | | | | | |
| Marking and feedback helps the pupil to improve / enhance their learning | | | | | | |

Additional Comments:
PUPIL VOICE

Year Group: _____ Total number of pupils: _____

Number of SEND pupils: _____ Number of PP pupils: _____ Number of EAL pupils: _____

**What do you most like about the school?
 Do you enjoy being at school? Why / why not?
 What would you like to see changed?
 How do you know if you are doing well at school?****Are you happy with the standard of behaviour in lessons and around the school?
 Do you know any students who have been bullied and how were you/they helped?****Do you feel safe?
 Do you know who to talk to if you have a concern or are worried about something?
 How do you know who to talk to?**

APPENDICES B

What does the school do to promote equality?
Are you aware of any racist / homophobic incidents and if so what did the school do about them?

Can you tell me one of the rules the school has for using the internet?
Can you describe the risks of posting inappropriate content on the internet?
Do you know how to stay safe online?

Did you feel well-supported when at the school?
If you are struggling with your work, what can you do?
How does the school support you if you need extra help at school?
How does the school support you if you have problems with your friends?



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