



Auditing a subject in Key Stage 3 in special schools and units

**Senior Managers
& Subject**

Co-ordinators

Status: Recommended

Date of issue: 03/01

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Name of school:

Headteacher:

Subject being audited:

Senior manager with
oversight of this subject:

Subject co-ordinator:

Other staff with responsibility, e.g.
literacy co-ordinator or SENCO:

Date of completion of audit:

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Department for Education and Employment
Sanctuary Buildings
Great Smith Street
Westminster
London
SW1P 3BT

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Introduction

This booklet is intended to help the subject co-ordinator to decide on priorities for strengthening their work and to draw up an action plan to improve standards in the subject. It can be used to supplement the whole-school development plan.

The audit is best carried out in the summer term when a wider range of information on pupils' performance is available. A senior manager and the subject co-ordinator are likely to lead the audit but all staff should be included in discussions and contribute to gathering evidence.

Many of the judgements needed can be made through discussion in two or three subject or management team meetings. Others will arise from looking at samples of pupils' work and marking, referring to records of pupils' progress, analysing any test and examination data, and from observing lessons. Information from lessons that have already been observed as part of the school's normal routines can be used, perhaps supplemented by observation of a further small sample of lessons across Key Stage 3. The gathering of evidence, especially lesson observations and scrutiny of pupils' work, will need to be planned carefully over a few weeks, since it may require the equivalent of up to two days of the subject co-ordinator's time.

The use of best-fit phrases and tick boxes throughout the booklet helps to keep recording to a minimum. Once the possible points for action in each section have been determined, the subject co-ordinator can complete the action plan. Senior managers and subject staff will then have a clear view of the overall developments that are needed and how best to use any extra support, e.g. from a Key Stage 3 consultant.

Standards in Key Stage 3

Based on teacher assessments and, where appropriate, Key Stage 3 test results how do the overall standards achieved by pupils compare with previous years? Where appropriate, you could refer to the benchmark information in the DfEE's Autumn Package. Tick boxes or enter numbers/percentages as appropriate.

All subjects

Overall trends over three years

Trends over three years	risen significantly	risen a little	stayed about the same	fallen
Over the last three years, the breadth of experience and confidence in the subject on entry to Year 7 has:				
Over the last three years, the breadth of experience and confidence in the subject by the end of Key Stage 3 has:				

Record the number/percentage currently at each level in the subject

	not known	P1-3	P4-5	P6-8	level 1	level 2	level 3	level 4	level 5	level 6 or above
Year 7 (if known)										
Year 8 (if known)										
Year 9										

English, mathematics or science only

Record the number/percentage at each level at the end of Key Stage 3 last year

	not known	P1-3	P4-5	P6-8	level 1	level 2	level 3	level 4	level 5	level 6 or above
Year 9										

Comments on pupils' levels of attainment in the subject

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Attainment and progress in Key Stage 3 of different groups of pupils

Analysis of data	fully in place	partly in place	not in place
The department analyses its assessment, attendance and other performance information by year group, gender, ethnicity and background of pupils			

Consider the following groups and any others particularly relevant to your own school.

You should consider **gender** as a general issue within each of the groups.

pupils in **different year groups**

pupils from **different sets**

pupils with **special educational needs**

e.g. dual sensory impairment

pupils learning **English as an additional language**

pupils from **ethnic minority** communities

pupils from **travelling** communities

How does the attainment and progress of different groups of pupils compare across Years 7, 8 and 9?

Comments on noticeable differences in the attainment and progress of particular groups:

What could be done? Where relevant, list up to two action points directed at addressing differences in progress or attainment of:	
Different year groups, sets or classes, including differences between boys and girls	Pupils learning English as an additional language
<ul style="list-style-type: none"> ■ ■ 	<ul style="list-style-type: none"> ■ ■
Pupils with additional specific needs	Pupils from particular communities
<ul style="list-style-type: none"> ■ ■ 	<ul style="list-style-type: none"> ■ ■

Attainment in different aspects of the subject

Based on the school's records of pupils' progress and pupils' self-assessments, are there any aspects of the subject where pupils show particular strengths or weaknesses? If so, record them here. You may want to use for comparison purposes those documents that are relevant to the subject, e.g. National Curriculum level descriptions; P scales; key objectives for Years R to 9 where available; the expectations set out in the Frameworks for teaching English and mathematics.

Year 7
Year 8
Year 9

What could be done? List up to two action points to improve pupils' attainment in each year group.
Year 7 ■ ■
Year 8 ■ ■
Year 9 ■ ■

Pupils' attitudes and behaviour

Base judgements on staff discussions, lesson observations and, where possible, talking to pupils about their work. Tick the most appropriate boxes.

In general, do pupils:	Virtually all pupils	Most pupils	Some pupils	Relatively few pupils	Insufficient evidence
show an interest in learning the subject and have positive attitudes towards it?					
listen attentively to their teachers and to each other?					
respond to questions willingly, explaining and demonstrating their ideas clearly using subject-specific vocabulary?					
present written and graphical work carefully?					
concentrate and try hard, even when the work is demanding?					
show some initiative and can plan and organise their work without direct supervision; for some of the time they work independently?					
respond positively to suggestions for improving their work?					
complete homework tasks conscientiously?					

Are there any noticeable differences in pupils' attitudes or behaviour between different year groups, classes or different groups of pupils? If so, note them here.

What could be done?

List up to three action points to improve pupils' attitudes and behaviour, and their ability to work independently.

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Short-term planning

Effective short-term or day-to-day planning is a key element of the Key Stage 3 Strategy. The main task of short-term planning is to explain what, how and when pupils are to be taught and to identify the activities to promote, extend and consolidate their learning.

Do your short-term (day-to-day) plans for a unit of work:	usually	sometimes but not always	rarely
identify clear objectives for what pupils are to achieve in a lesson, based on the medium-term plan?			
indicate the key subject vocabulary to be emphasised?			
outline the main teaching inputs, and key points for teacher exposition, modelling and questioning?			
outline the focus for development of the lesson, including the main tasks and activities for pupils, and the time these are to take?			
outline expectations for pupils who require more challenge, and any extended tasks for them?			
indicate which pupils will receive extra support during lessons, and any modifications or simplifications of tasks and activities for them?			
identify the role of teaching assistants?			
indicate the essential resources needed, including relevant sections of published materials, practical equipment, and the use of ICT?			
outline key points to be summarised or addressed at the end of the lesson?			
indicate, as relevant, homework assignments?			

What could be done?

List up to two action points to improve short-term planning.

■

■

Teaching

Initial impressions, based on subject or management discussions, can be recorded first. The subject co-ordinator and a senior manager will also need to use information from lessons in the subject that have already been observed as part of the school's normal routines, and/or specifically observe over a period of time a sample of lessons across Key Stage 3. Record here whether lessons have the key features listed below.

Key: 1 the feature is well established 2 the feature is evident in some lessons but not all 3 the feature is not yet part of practice	Initial impression 1/2/3	Observed evidence 1/2/3	Comments/action
Expectations of the level of work and pupils' behaviour are high; there is a productive working atmosphere.			
Teachers have good knowledge of the subject. They and their pupils use subject-specific vocabulary correctly.			
Teachers make it clear to pupils what they are expected to learn in a lesson, providing relevant cues and prompts to help pupils understand the objectives/targets being addressed.			
Lessons are well structured; a variety of activities is used so that pace and momentum are maintained.			
Teachers actively teach the whole class or groups throughout lessons, they communicate an interest in and enthusiasm for the subject to pupils.			
Group work is purposeful, focused and well-paced. Routines that support independent learning are well established.			
All pupils are expected to be engaged and to contribute through a range of opportunities for participation.			
Pupils receive feedback targeted at improving their work.			
There are sufficient opportunities in some lessons for all pupils to think analytically or creatively, or to reason.			

[continued opposite]

Key: 1 the feature is well established 2 the feature is evident in some lessons but not all 3 the feature is not yet part of practice	Initial impression 1/2/3	Observed evidence 1/2/3	Comments/action
Teaching is inclusive, ensuring that all pupils are challenged and supported effectively and are fully involved in the lesson, including: pupils with additional specific needs; those with EAL.			
A purposeful plenary, normally at the end of a lesson, helps pupils to consolidate key aspects of the lesson and deepen their knowledge and understanding.			
If available, support staff are deployed effectively during whole-class and group time.			

Are there any noticeable differences between the teaching of different year groups or different groups of pupils? If so, note them here.

Where observed evidence indicates that an aspect of teaching is less effective than initial impressions had suggested, it will be important to decide how best to work with staff to introduce or strengthen those features.

What could be done?
List up to three action points to strengthen teaching.

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Assessment

Tick the relevant boxes.

Do your assessments match these criteria?	fully in place	partly in place	not in place
Assessment is for learning, not just of learning. It is based on objectives from the subject's scheme of work or key objectives in the English and mathematics Frameworks and/or P scales. It is used to guide lesson planning and identify the particular help that individuals and groups of pupils need.			
Whole classes or groups of pupils have curricular targets for improvement, drawn from objectives from the scheme of work, key objectives in the Frameworks or P scales. Individual targets for pupils are incorporated in IEPs.			
There is a system for tracking pupils' progress against their targets.			
Marking includes teachers' comments, including oral feedback, which show clearly what a pupil needs to do to improve. A response from pupils is expected.			
Analysis of observations of pupils and any test papers/assessment assignments are used to identify pupils' errors or misconceptions, and pupils are made aware of these. Reference is made to the level of support required.			
Records are manageable and useful for teachers. Individual records, incorporating pupil targets, are kept for pupils whose progress is markedly different from their peers.			
Pupil self-assessment is expected and used as part of the assessment record.			

What could be done?

List up to three action points to improve assessment.

<ul style="list-style-type: none"> ■ ■ ■

Management of the subject and general issues

This section is not designed to give comprehensive coverage of management issues but focuses on those aspects that are particularly relevant to raising achievement.

Action planning	fully in place	partly in place	not in place
Are targets set for the proportions of pupils achieving particular levels in the subject?			
Is there a subject action plan to meet the targets?			
Is the plan monitored regularly by the subject co-ordinator and SMT?			
When senior managers monitor developments in the subject, do teachers receive feedback?			
Are the findings from monitoring linked to a programme of professional development for staff?			

What systems help to strengthen the quality of teaching in the subject in relation to the specific needs of pupils:	fully in place	partly in place	not in place
a cycle of lesson observations with feedback?			
regular support with planning?			
regular moderation of pupils' work?			
regular sampling of marking and pupils' responses?			
regular departmental discussions about the quality of teaching and learning?			
a planned professional development programme for staff?			

What could be done?
List up to three action points to improve the management of the subject.
<ul style="list-style-type: none"> ■ ■ ■

Action plan

Review the possible action points identified earlier and decide on up to six key priorities to improve standards in the subject. Use the table below, or a similar one, to record your priorities, photocopying extra sheets as needed.

Priority			
Success criteria and/or target(s)			
Action(s)		Person responsible	Timing or deadline
Resources			
Consultant support			
Monitoring			

Notes

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