



Monitoring day Summary of monitoring of reading 2022 Leadership and external QA

Date March 2022 – See report from B.Holmes QA for details of monitoring of reading and phonics and Manchester QA G. Hollinshead for Phonics/reading review 2022	2021
Quality of Education	
Intent	
Does your subject reflect a coherent rationale for the school's broad and balanced curriculum?	*
Is there a carefully sequenced progression of reading knowledge/concepts/skills to end of EYFS/KS1/2	*
Does your reading curriculum meet your pupils' needs & meet N.C standards?	*
Curriculum coverage allows all pupils to access content & make progress	*
Clear identified targets are shown through the Curriculum Development plan	*
Implementation	
Teachers can explain what children learn/why it's important in your subject's curriculum	*
Subject leader's review/quality assure LTP and Unit Plans and check against in book looks to ensure implantation of intent	*
Teachers understand what the depth of knowledge expected is at the end of every unit / year through progression maps	*
Subject leaders show knowledge and expertise to design, support and deliver the curriculum through support given to teachers	*
Book scrutiny, working walls, pupil voice, visitors/visits show that your subjects' curriculum is implemented fully	*
Teachers organize and sequence learning appropriately – shown in unit plans and LTPs	*
There are opportunities for CPD support to upskill teachers in knowledge and skills for your subject	INSET/staff meeting
Subject leaders, teachers are clear on how work is assessed and how progress is shown	*
Differentiation is appropriate to enhance all pupils' capacity to access the full curriculum	*
Use of the locality are maximized to provide firsthand experience within your subject.	Library/authors
Pupils use appropriate resources for your subject to build knowledge and skills	*
Clear understanding of what progression looks like in and across each year group – progression of vocabulary is evident	*
Opportunities for all staff to moderate/ share / feedback on work	Discussion with lead
Impact	
Pupils have embedded and retained fluent knowledge and skills in your subject's knowledge, skills and vocabulary (in and across years)	*
Children have progressed in different strands of your subject and this is clear from book look and pupil voice	*