Case Sampling Monitoring Form – *Curriculum and Teaching*

Subject		Date	
Class / Year		Teacher	
Lead		Link Governor	

Purpose *(link to SIP)*	

Monitoring Activity	Lesson Visit / Work scrutiny / Pupil Voice / Staff voice / Other

Pupil sample	Name / Initials	Prior attainment	Inclusive Need DD/SEND/LAC/EAL	Work type

Curricular Intent – is the curriculum well-designed and ambitious? R A G

- Curriculum clearly sequenced with defined end-points (knowledge & skills).
- Lesson content aligns with the planned curriculum (not improvised or off-sequence).
- Ambition maintained for all pupils, particularly disadvantaged, SEND and those known to social care.
- Curriculum has a strong balance of substantive (*factual*) and disciplinary (*skills*) knowledge

Comments:

Implementation – Quality of teaching R A G

- Clear explanations; vocabulary explicitly taught; misconceptions addressed swiftly.
- Retrieval practice embedded (*recalling relevant prior knowledge, activating schema*).
- Practice and tasks maintain challenge and engagement (not busy work).
- Checks for understanding (formative assessment / questioning) used effectively.
- Teaching builds incrementally on what was previously taught.

Comments:

Foundational knowledge (Reading, writing, maths) R A G

- Reading fluency demands appropriate for pupils.
- Vocabulary, communication, language and oracy explicitly supported.
- Pupils secure foundations in spelling, handwriting, number facts (*where relevant*).
- Gaps identified and pupils helped to *keep up*, not catch up later.

Comments:

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Inclusion – meeting the needs of all pupils — **R A G**

- Adaptive teaching meets needs of SEND pupils (*aligned with graduated approach*).
- Appropriate challenge for disadvantaged pupils.
- EHC plans implemented accurately and appropriately (*if applicable*).
- Additional adults deployed effectively to enable independent learning (*not over-scaffolded)*.
- Adaptations improve long-term, (not just short-term), success.

Comments:

Pupil experience and work quality — **R A G**

- Pupils know more, remember more, can do more.
- Work shows appropriate challenge and depth.
- Pupils demonstrate positive attitudes and engagement.
- Pupils' work reflects intended curriculum sequence.

Comments:

Behaviour for learning — **R A G**

- Routines established; pupils settle quickly; low-level disruption rare.
- Relationships between staff and pupils respectful, supportive and positive.
- Expectations clear and consistently upheld.

Comments:

Review evaluation

Strengths:

Areas for development:

Post review action

Action / Coaching	
Review of action Date	
Impact	

Pupil Voice Questions (Achievement)

1. What have you learned recently that you remember well?
2. Can you show me something in your book that was challenging?
3. How do you know you're improving?
4. What helps you when work is difficult?
5. What feedback has helped you the most?
6. Can you show a piece of work you improved after feedback?
7. What are you most proud of?
8. How do you know what good work looks like?
9. What do you do when you get stuck?
10. Is your work challenging enough? Why/why not?