

QUESTION GRID

School: The Good Shepherd Catholic Primary School

Subject area: PSHE

Peer Reviewer:

QUESTION	NOTES
INTENT	
<p>Can you articulate your subject pedagogy for me?</p> <ul style="list-style-type: none"> - How does this fit with the school's vision for teaching and learning? - Why have you chosen this approach? - What are the pupils key barriers to learning? 	<p>PSHE and it's teaching at our school is a key piece of the educational puzzle which works towards creating well rounded individuals who have the skills and attitudes to succeed in the world around them, being able to face it's challenges and joys with resilience and grace. It is underpinned by our mission statement : "Following the Good Shepherd in all we do and say" and the Gospel values. It teaches and challenges social and emotional skills through using a key programme, HeartSmart, and using questioning and interaction between our children and teachers to develop, mould or adjust according to needs and issues that arise. Barriers to learning are always many and varied: behavioural, experiences past and present, abilities, etc. and each class' issues will depend on its individuals hence our programme is such that teachers can adjust and adapt. Teachers discuss with each other possible ways to tackle barriers and children too are encouraged to express their ideas, thoughts and concerns.</p>
<p>What do you want pupils to know, understand and be able to do by the time they leave the school?</p> <ul style="list-style-type: none"> - Why did you decide that these are important? - How does this fit with the overall curriculum intent? - How does assessment support this? 	<p>We want our children to have the social and emotional skills to be able to engage and thrive in the world having the language to understand others, while also being able articulate and express themselves. Part of PSHE is also to help them understand and make healthy lifestyle choices and be aware of some of the challenges the world around them can create. We have based our choices on the nationally required PSHE curriculum and in the light of our Catholic beliefs, also incorporating the Gospel values of Compassion, Justice, Integrity, Service, Humility, Love, Forgiveness, Hope, Faith, Courage, Reconciliation and Peace. Assessment comes in a variety of forms and is perhaps an area of development especially in the light of the nature of the subject – discussion with others within our trust have clearly indicated this is and area we are all looking at. There is clearly the evidence of simple coverage, checking that the children have been exposed to the relevant and required topics. There is also pupil voice and the actions we see around the school. Actions in fact are often points for praise and discussion – one of our school councils had wanted to have a certificate to recognise the positive contribution some children were making without being asked which they then presented each week, this years school council have wanted to continue this practice. At other times it has been attitudes or unhelpful behaviour that has led to discussion and class PSHE discussions or activities.</p>

QUESTION	NOTES
<p>How and why do you organise and sequence learning (long-term, medium-term, weekly and daily)?</p> <ul style="list-style-type: none"> - How does the sequencing of lessons support <i>all children's</i> progress? - Can your pupils use their subject knowledge across the curriculum? - How do you know? 	<p>Our PSHE is now mainly based on the HeartSmart materials - church version- that have lessons specifically for each year group with other additional HeartSmart materials such as meditations and exercises to enrich it. There are curriculum overviews for each year group by topic with weekly lesson plans for teachers to use. We also use A Journey Of love to address the RSE statutory required element of the PSHE curriculum. This is delivered in the last term of the year across the school. In addition again this year we are having a special week in which we have booked in the LIFE BUS that will help us to cover the drugs and some wellbeing elements and requirements.(1-4th November) Anti bullying week is another specific area we embrace in our school year, though clearly these are also ongoing learning issues. The lessons are developed over each topic building on previous learning and also across the years tackling the same topics but at different levels and depths with age appropriate materials. All children are able to access with appropriate support and adjustment by teachers for their class enabling them to make progress. There are many links that can be made with different areas of the curriculum linked to topic discussions and behaviour expectations in lessons. Each year group has PHSE on their curriculum timetable – some groups tackle it each week for a ½ hour session – others do a specific one hour lesson every 2 weeks.</p>
<p>What is your planned approach to assessment?</p> <ul style="list-style-type: none"> - What has informed this approach? 	<p>At this point in time assessment is based on: Topic coverage / pupil voice / discussion with other members of the trust / depth of reasoning and understanding / ability to discuss and articulate learning / recognize examples of teaching in action. Formal assessment however and how to record it is the areas I am looking to discuss and develop. Now covid restrictions are loosening, there will be greater opportunities to develop this area at a greater depth.</p>
IMPLEMENTATION	
<p>How is your subject timetabled? Why?</p> <ul style="list-style-type: none"> - What impact does this way, especially on disadvantaged children, pupils with special educational needs or highly able pupils? 	<p>Each year group has PHSE on their curriculum timetable – some groups tackle it each week for a ½ hour session – others do a specific one hour lesson every 2 weeks. The regular model ensures steady coverage while the longer sessions enable a chance to explore issues at greater depth though each year group have their own rationale – each year group has designed their own timetables and adjusted it for their particular children and to maximise the effectiveness for their children. Eg lower KS2 uses and hour – year 5 uses a weekly ½ hour slot.</p>

QUESTION	NOTES
<p>How do you monitor, evaluate and improve provision in your area?</p> <ul style="list-style-type: none"> - How well is the curriculum covered and understood? - How do you know? <p>What do you do as a result of your findings?</p>	<p>Monitoring is a developing issue in the light of changes of Head, Trusts and National Strategies. Learning walks have been scheduled to create baselines and overviews of teaching. A pupil voice format has been produced to collect data and feedback. Informal discussions are had with staff in order to support and raise the profile of the subject ; <i>How are you getting on with ...etc. Is there anything you need to What do you think about....</i> At the start of last year in September I lead a staff training session to ensure continuity, knowledge and familiarity with the HeartSmart materials which was well received and there was positive feedback from staff. Reminders and discussions have continued informally this year.</p> <p>Coverage is clear and broad which can be seen in the year group Overview Grids. The key point now is to continue to monitor how the scheme meets our needs as a school and the delivery of it by staff and the reaction to it from the children.</p>
<p>How do teachers use assessment to adapt their teaching?</p> <ul style="list-style-type: none"> - What does differentiation look like? - How do you know when pupils are ready to move on to more complex content? 	<p>Teachers use continual and ongoing assessment during the lesson and then at other times during the school day when issues might arise that would benefit being included in a PSHE lessons. There is differentiation through adding in support structures that enable all children to feel they can achieve eg displayed vocabulary, paired reading, modelled answers, partner talk, mixed ability groups, etc. Also rewarding effort in their thinking not just attainment. We also challenge children to look at areas that they have not thought about and create opportunities to expose them to the ideas and experiences of others. In year 5 at the 'end' of the pandemic we shuffled the topic to: No way through isn't true – to build confidence and resilience.</p>
<p>How do you ensure that pupils understand and remember the subject knowledge/concepts/procedures appropriate for their starting points?</p> <ul style="list-style-type: none"> - Example of how your curriculum gives pupils the opportunity to revise and repeat previously learned material? 	<p>Lesson starters reflect previous learning then there is also the fact that they repeat the key principles each year which are memorable and displayed around school all of which help to remind them of the knowledge, concepts and work they have done in class. The Key Principles are:</p> <p>DON'T FORGET TO LET LOVE IN TOO MUCH SELFIE ISN'T HEALTHY!</p> <p>DON'T RUB IT IN, RUB IT OUT FAKE IS A MISTAKE NO WAY THROUGH', ISN'T TRUE</p>
<p>Tell me how you identify and address gaps in skills and knowledge.</p> <ul style="list-style-type: none"> - How do you help them catch up with their peers? - How do you address gaps in teacher expertise and knowledge? - How are you engaged in training and developing other staff? 	<p>I have looked at key areas such as drugs education which I felt needed addressing in a more direct way and from previous schools I know, the Life Bus organization tackles this very wisely and effectively, so have managed to book them again this year.</p> <p>I have led a training day looking at the HeartSmart materials and I continue to talk to and stay in touch with staff to see how things are going and where help might be needed.</p> <p>As this is the second year we are fully implementing the HeartSmart Material I will be reflecting on gaps through having taught it myself and discussion with colleagues and the children.</p>

QUESTION	NOTES
IMPACT	
<p>How do you know pupils are progressing in your subject?</p> <ul style="list-style-type: none"> - Does learning over time show appropriate levels of challenge? 	<p>One way to know they are making progress is that the Children have built in progress due to the fact that the scheme we have chosen is rounded in its coverage of content and builds year on year on key principles. The key principles around which it is built are relevant, helpful and help develop the whole individual and the way they relate to themselves, each other, the world around them so something again we can see as the children progress through the school. Pupil voice is another point where children reflect on their own development and how they have changed.</p> <p>DON'T FORGET TO LET LOVE IN TOO MUCH SELFIE ISN'T HEALTHY! DON'T RUB IT IN, RUB IT OUT FAKE IS A MISTAKE NO WAY THROUGH', ISN'T TRUE</p>
<p>How do your results compare to national averages?</p> <ul style="list-style-type: none"> - EYFS, KS1, KS2 - Groups 	<p>PSHE does not have national averages for attainment.</p>
<p>What are the strengths and weaknesses in your subject?</p> <ul style="list-style-type: none"> - Current priorities and why? 	<p>We have a solid interesting and relevant scheme of work in place – we have also done initial training to get everyone to the same starting point. It is a subject which is extremely relevant particularly at this moment in time and is inclusive in its scope and interest to children.</p> <p>Priorities now are to thoroughly embed the programme and build on teacher and pupil experiences. Look to see how we monitor and record progress. Developing financial intelligence is another aspect we will be looking at.</p>

QUESTION	NOTES
<p>How do you evaluate the impact of your curriculum?</p> <ul style="list-style-type: none"> - How does this in turn shape the intent and implementation? 	<p>PSHE has a critical impact on the curriculum as it potentially influences all other areas of learning – attitude engagement, behaviour – value of the individual – self esteem and inclusion of others. Reviewing these areas helps us to evaluate what we are doing. It is the vehicle by which issues can be tackled and addressed so influences our curriculum.</p>
Links to Focused Lesson Observation and the Thread of Curriculum Leadership	
<p>What will we/I see when we/I visit lessons today?</p> <ul style="list-style-type: none"> - How effective do you consider the teaching in these lessons to be and why? - Where do these lessons fit into the overall planned sequence of teaching? - What will the support for pupils look like? - How will I see oracy and vocabulary being developed? - How will the school's commitment to pedagogy be exemplified? 	<p>You should see PSHE lessons that are in line with other lesson expectation across the school to maximise learning and create an interesting stimulating and challenging atmosphere. At the start there should be a hook to get them thinking about what they are going to learn and a review of previous learning in order to build on previous lessons. Children should be engaged in a variety of activities that have been planned in order to ensure that all children can take part – we have been focusing as a school on questioning and so you should see lots of questions being asked and answered and all children should have the expectation that they will be asked to answer. Children should feel free to question or pose their own questions and, when appropriate, ideas should be being challenged to help them deepen their understanding and articulate ideas at a deeper level. Children should be taking ownership of their learning.</p> <p>The HeartSmart materials give all teachers the skeleton for effective lessons which fit in to a sequence and cover the required topics – the teachers at this school all put the good and the welfare of the children at the heart of their teaching and go above and beyond to make things interesting and help the children achieve their potential - I would expect this to be clear in the relationship you see between teachers and pupils and the variety of lessons and activity that are going on - teacher experiences and the length of time they have been teaching could have a bearing on confidence.</p> <p>Oracy and vocabulary will be being developed through children discussing ideas between each other, through teacher questioning and modelling, through displayed word and model sentences. It is a key element in this area of the curriculum to support thinking and learning.</p>

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<p>What will the pupils say about their learning?</p> <ul style="list-style-type: none"> - How do you respond to pupils' views about their learning? - What level of pupil engagement can I expect to see today? 	<p>You will find that children here will be very ready to discuss their learning some being more confident than others in expressing their journeys. Sometimes they get the courage to share by seeing others express what they have learnt first. My response to children's views is that they are crucial to understanding what they have learnt, to improving the delivery of materials and to make plans for future learning and areas that need to be reviewed or tackled.</p> <p>I would expect you to see a very high level of engagement.</p>

SUMMARY NOTES