



## Nautilus User Guide

'All that is impossible, remains to be accomplished.'

Jules Verne

## Welcome onboard the Nautilus!

The Nautilus online school leadership platform is designed to help you and your team to efficiently capture and evaluate the great work that you do. Our experienced team of school leaders and software developers understand the challenges of good, sustainable leadership.

All of your views will be presented on your dashboard with instant analysis, feedback and reports. In the communal Gallery, your curriculum is a rich photo database of best practice, raising awareness and raising standards. We know that every school likes to do things their own way, we have a full editing suite where you can edit our learning walks, observations, book studies and surveys, or you can create your own in minutes.

Your school is a hive of activity. With Nautilus, you and your team can now spend less time report writing and managing paper trails, and more time celebrating and developing your teaching and learning.



We know that school leaders love a good adventure story. The Nautilus was the fictional submarine belonging to Captain Nemo, featured in Jules Verne's novels *Twenty Thousand Leagues Under the Sea* (1870) and *The Mysterious Island* (1874).



## Prepare Your Tech

Share this page with your tech support

Here's some quick checks for your tech support to make sure that everything can run smoothly. Sometimes, local devices and security may need to be managed to help you to have the best Nautilus experience. We would advise that you test your devices, before proceeding with any learning walks or book studies.

### Clear Communication

Make sure that our [@nautilus.education](mailto:@nautilus.education) domain name is clear to ensure that you can receive login links, password resets or any other correspondence. Check your spam/trash or filters if the emails are not landing or add us to your email contacts.

### Your iPad or Tablet Settings

You may need to make sure that the cookies on your device are enabled, otherwise your pages may look like they are working but will be functioning smoothly. This is because they are loading the page from your disk cache, and not live from the web. [More](#)

Schools often use Proxy Servers. These can filter or block websites. To make sure that our domain/IP addresses are clear, you will need to add these to your system.

[More](#)

### TIP: Login and Create Your Shortcuts

Once you have logged in and set up your password, the original invitation email will automatically expire. You can then access the platform from the bottom of our website, or directly here. We would then recommend putting a desktop or dock short cut on your devices for quick access.



### Old devices

Please note that some iPads and tablets that are pre-2012 will not support current browser scripts. For more tech support, [visit our FAQ page](#).

# LOGGING IN FOR THE FIRST TIME



We're delighted that you're going to be joining our community of innovative Nautilus school leaders. It's important to us that you can get off to a great start, and so here's a few things that will help to make sure that we get a smooth launch.

## IMPORTANT Please record:

- Your unique school ID number
- Your password

Once you have logged in for the first time, you can then access the platform via our website, or by creating desktop and dock shortcuts on your devices.

## Implementation

### Onboarding Your Team

We understand how important it is to successfully implement Nautilus. To help your team to learn more, to learn how the system can help them, and to on-board everyone, we've created a simple 5 step guide.

### It's a Process

We've come from a place where observations occurred three times a year with monitoring scheduled in between. If we can create a simpler, more flexible process, then we can build our picture. This isn't about standalone activities, it's about contributing to a secure, bigger picture over time.

## The 5 Minute Tutorial

Getting started - How to add your staff and capture

## Three things to try to get great results quickly.

- 1. Add your Users** - *Users > Add User > Staff name and email.*  
Start by adding a few people so that you can try a short learning snapshot or book study. Your colleague can now log in and view the Gallery.  
*Tip: You can upgrade them or assign subjects or aspect responsibilities later by clicking on the spanner icon.*
- 2. Perform a Learning Snapshot or Book Study** - *Walks > GO.*  
Head to your walks and click the GO button. Perform your activity using the lines of enquiry and prompts to guide you. Add notes for feedback, using the AI to structure your response. Add photos (or videos) to spotlight great learning. Tag Subject > Year group > Area of study + SEND / Pupil Premium etc if applicable. When complete, email the feedback direct for same-day validation, recognition and development.  
*Tip: Why not capture the expected standard to set the expectation in your Gallery?*
- 3. See Your Dashboard Grow** - *Dashboard > Curriculum map > AI analysis > Gallery*  
When you click on your dashboard, you will now see your activities and outcomes. Here you will see your coverage, areas of success and consideration. Head to the Gallery and see how your curriculum impacts.  
*Tip: Use Nemo, your AI assistant to learn more. Don't forget, you can edit the instruction for purpose.*

### Possible next steps

- **Ask your staff to capture an image from their classroom** by clicking the photo icon in the Gallery. Specify your focus, adding tags consistently: Science > Year group > Area of study > EXP + SEND. Pupil Premium
- **Prepare and perform a subject-specific learning walk**, with multiple visits, for a more strategic PDF report. Create > Prepare.
- **Let your SENDco try the SEND evaluation lesson visit**, assessing your offer, capturing individual progress, and providing peer advice, support and recognition.
- **Go to the Knowledge Base and generate a Self-Evaluation report** for your inspectorate. (Sufficient content required).
- **Create a walk**, lesson visit, survey or monitoring activity in the Builder.

There are lots of opportunities to share with staff how this process will save time, secure clarity and develop curriculum and skillsets. Nautilus is a platform for all school leaders, building a bigger picture together, and with the right balance of challenge and support. Using light touch, more accurate lesson visits and activities, we can move from a server cluttered with standalone monitoring, to a dashboard with everything in one place.

All of the data and content is for your school improvement purposes, making 'evidence' the by-product of what you already do!

# Your Nautilus Dashboard

## Everything in one place



### Pulse Executive Dashboard

One dashboard, multiple schools (optional)

### Orange Icons Capture + Evaluate



#### USERS

- Add/remove/edit leaders
- Assign subjects/aspects



#### CREATE

- Prepare/assign walks, Book Studies and surveys
- Delete activities



#### WALKS

- Perform your visit
- Edit any visit
- Email peer feedback
- Use the GO to perform an individual visit

### Blue Icons Insights + Impact



#### WORKFLOW

- The comments you wrote
- Share verbal feedback
- Filter Next Steps
- Add actions



#### HEADLINES

- Classroom practice
- Skillset development
- Flight paths and trends



#### DASHBOARD

- Curriculum evaluation
- All activities
- School average
- Outcomes and impact
- Subject, aspect, tag filters
- AI analysis



#### GALLERY

- Phot and video
- Curriculum impact
- Present and share
- Edit and add tags
- Upload direct

### Green Icon Editing Suite



#### BUILDER

- Clone and edit content
- Create walks, studies and surveys
- Import and export



#### THE KNOWLEDGE BASE

- Select your inspectorate
- Create one-click self-evaluation reports
- Edit and download



#### 360° CPD

- Integrate your appraisal
- Collect evidence
- Create reports



#### LESSON CLOUD

- Create lesson plans
- Save, share and store

**SCHOOL AVERAGE:** Use your unique average to benchmark. Compare any walks and monitoring to quickly see strengths and areas for development.

**FILTERS:** Filter your dashboard by subject, SEND, cohort and more.

**SETTINGS:** Personalise the evaluations, colours and settings. Edit your curriculum and tags. Add your logo and avatar.

**CURRICULUM MAP:** See your entire curriculum, with coverage, strengths and areas for development.

**REPORTS:** Click to drill down and learn more about any activity and outcome, with AI summaries and PDF's.

**HEADLINES:** Live summary of evaluations.

**WALKS, VISITS and MONITORING:** Interactive bar chart to present each activity by frequency and outcome.

### USER GUIDE

**ASK NEMO:** Use your dashboard assistant to create instant summaries for you.

### User Key

#### Priority User



#### Leadership User



#### User



**nautilus** Jules Verne Learning Academy Dashboard

3,14 School average

Flair soft: 3.4

Activities 3 Months: 47

Parent Views: 21 Avg 3.2

Corriculum Map

Subject	Progress	Score	Target
Mathematics (M)	10%	56%	50%
Science (S)	10%	63%	50%
History (H)	10%	50%	40%
Art (A)	10%	75%	25%
Physical Education (PE)	10%	56%	35%
Geography (G)	25%	21%	30%
Science and Technology (ST)	7%	67%	32%
History (HS)	11%	39%	47%
Art (AR)	1%	53%	36%
PE (PE)	1%	57%	35%
Science (SC)	0%	4%	25%
Art (AR)	7%	67%	27%
PE (PE)	5%	71%	24%
Humanities (HU)	9%	63%	28%
History (HI)	8%	67%	25%
Mathematics and Humanities (MH)	5%	75%	20%
Literacy and Communication (LC)	11%	88%	13%
Overall	11%	64%	23%

my teaching and Learning Profile

Headline

**Effective Science Teaching Noted** 4.0

The curriculum evaluation highlights effective science teaching, showcasing strong examples of both practical and theoretical learning that enhance pupil understanding.

**Active Listening Skills** 4.8

A consistently strong area of provision for pupils across recent evaluations.

**Positive Ethics Promotes Respect** 3.7

Pupils demonstrate respect and adherence to expectations, contributing positively to the established class rules and fostering a supportive learning environment.

**Areas for Further Consideration**

**Enhancing Presentation Skills for Pupils**

There is an opportunity to strengthen the focus on presentation skills, ensuring all pupils can effectively communicate their ideas and knowledge.

Outcomes By Evaluation

ASK NEMO

Would you like me to summarise your recent learning works for you?

Created a summary of my recent learning works in SEND. Photograph supportive summary, 8 strengths and 5 suggested areas for development.

The recent learning works in SEND demonstrate a strong commitment to learning in a supportive and inclusive environment where pupils are engaged and making learning for progress. Staff consistently show effective subject knowledge and employ strategies that help pupils acquire and apply skills, supporting positive learning outcomes. The collaborative efforts of adults contribute well to pupils' development, although there is scope to further enhance assessment practices and provision planning to better meet individual needs.

**Strengths**

- Positive and respectful relationships with pupils contribute to a safe and happy learning environment, supporting well-being and engagement.
- Subject knowledge among staff is secure to effectively provide effective support and tailored learning experiences for SEND pupils.
- Continuous positive and learning activities are engaging and well-designed to promote skill acquisition and progress.

**Suggested Areas for Development**

- Enhance the detail and precision of observations and assessments to better inform provision planning and target individual pupil needs more effectively.
- Develop the impact of additional adult support and positive contributions to ensuring strong outcomes for SEND pupils.
- Continue to refine marking and feedback practices to provide clearer guidance and support for pupils' next steps in learning.



USER GUIDE



## Nautilus 360°

### Collaborative Appraisal Tools

The 360° tools have now been integrated into the Nautilus platform, directly integrating your professional development. We know that appraisals can sometimes feel like a bolt-on process, rather than a meaningful development opportunity. To help schools to align their CPD with the work that they already do, we've added simple tools to store, manage, evidence and evaluate what you do. Once your targets have been set, your team can then upload content as they progress through the year. Any engagement with walks or monitoring can be automatically added, ready to summarise and evidence your contributions. Advisors can view any content, using these insights to inform the final evaluations. As the cycle concludes, you can then generate your PDF report, removing pressure points at critical times in the year. Executive Users can oversee and manage all CPD. We would recommend having a go yourself using our short how-to video.



Video Content



## Lesson Cloud

### Teacher Planning Solutions

With all of your staff using the system, we wanted to bring them closer to the school improvement process. The Lesson Cloud is a database for teachers to quickly create, classify and store lesson plans and presentations. Teachers can generate lesson plans here, using AI to accurately source content from the national curriculum, adding teaching direction, task ideas, key vocab and assessment opportunities.

You can also adapt and extend the learning, add themes, topics and styles. We're confident that this will be a significant time saver, and can help develop subject knowledge, with a consistent approach enabling teachers to focus more closely on the teaching process.



## Content Creation & Management



Our built-in 'Builder' editing suite allows you to easily create your own frameworks or clone and edit existing ones. Use these four principles to keep your dashboard clean and your data meaningful:

1. **Explore Existing Content First:** Our built-in frameworks are carefully designed to balance support and challenge. Often, a standard learning snapshot or book study, paired with filters and tags, is all you need.
2. **Tweak the Language:** Clone and edit our templates to match your school's unique terminology. You can update these live frameworks at any time.
3. **Focus on Versatility over Checklists:** Create broad, high-quality frameworks that apply across multiple subjects rather than hyper-specific checklists. Use general lines of enquiry regarding teaching and learning, then use tags to differentiate cohorts or key stages.
4. **Coordinate as a Leadership Team:** Manage new content centrally through your SLT to prevent a cluttered dashboard. Avoid creating copies of copies; instead, build a slow, deliberate toolkit of versatile forms.

## 5 Ways to Maximise Your Gallery



The Gallery is a communal space to collect and share outstanding work, set expectations, and quality-assure your curriculum.

1. **Capture and Refine:** Encourage all staff to upload excellent learning examples so leaders can discover and share best practices. Regularly audit and delete older uploads as better examples emerge.
2. **Maintain Consistent Tagging:** Standardize your tags by Subject > Year Group > Standard (e.g., EXP) > Area of Study > Demographics (SEND/PP). This allows subject leaders and SENDcos to easily track progression and consistency.
3. **Cross-Reference:** Boost searchability by adding cross-curricular tags. For example, if you spot great writing during a History walk, tag it with both *History* and *Writing*.
4. **Direct Uploads for Audits:** Use the 'Capture Now' button to upload photos instantly. Set specific staff challenges to build moderation banks (e.g., "*Everyone upload 3 Science examples next week*").
5. **Anchor Your Moderation:** Create benchmark exemplars annotated with curriculum evidence. Teachers can then search the Gallery to clarify expectations, pitch, and standard consistency.

## The Knowledge Base



The Knowledge Base allows you to instantly generate self-evaluation reports using your existing data. Align your evidence directly with your inspection areas, making reporting a natural by-product of your daily routine.

1. **One-Click Reports:** Transform your existing evaluations and live content into comprehensive, up-to-date reports with a single click.
2. **Built-In Credibility:** Your generated reports automatically embed direct quotes, reference points, and live links to your source responses for robust evidence tracking.
3. **Aligned with Inspections:** Structure your evaluation data so that it directly maps onto your specific regional inspection frameworks and criteria.
4. **Strategic Team Use:** Use these high-level summaries for leadership meetings, strategic planning, and team-wide development tracking.
5. **Download and Collaborate:** Easily download, edit, and share your completed reports with your team, governors, or inspectors.





# Your Suite of Nautilus Frameworks

All content designed to generate meaningful profession dialogue, with challenge and support. We use lines of enquiry to guide observers, with prompts to provide recognition, recommendation and collaboration.



## AFL Snapshot®

With this snapshot, you can create a greater awareness and skillset for assessment for learning, by promoting simple opportunities to help busy teachers to apply in everyday learning. Maximise the impact of planning and teaching by accurately informing daily practice. Easy to adopt and apply in across all subjects and cohorts.

### Questioning

How effective is the questioning?

Priority area

Area for development

**A range of question types are successfully used to secure and extend learning**

Skilled and careful questioning has a significant impact on learning

### Feedback

How effectively does feedback support learners?

Priority area

Area for development

**Feedback effectively informs learners about achievement and next steps**

Effective use of feedback is exemplary

### Pupil Understanding

How secure is the children's understanding of the learning expectations?

Priority area

Area for development

**The children understand the learning expectations**

All children have a clear understanding of the purpose, process and outcomes

### Independent Learning

How effectively do the children self-assess and/or peer assess?

Priority area

Area for development

**The children effectively self and/or peer assess**

Self-assessment and/or peer assessment is highly effective



## Behaviour and Attitudes Snapshot®

Evaluate during the unstructured or structured parts of the day. Use little and often to build a secure overview, learn more about how pupils feel and identify areas for development. A great tool for your senior leaders and governors, guiding them with clear lines of enquiry and prompts, building a long term evaluation in the background.

### Behaviour

How effectively does the school promote good behaviour?

Priority area

Area for development

**The expectations are effectively promoted**

The expectations are explicit and understood by pupils

### Attitudes

How positive are the children's attitudes towards school?

Priority area

Area for development

**The children have positive attitudes towards school**

The children are happy, motivated and enthusiastic about school

### Safety

How safe do the children feel at school?

Priority area

Area for development

**When asked, the children talk about feeling safe in school**

When asked, the children talk about feeling safe and how they contribute to the safety of others

### Management

How effective is behaviour management?

Priority area

Area for development

**Behaviour management is effective**

Behaviour management is highly effective

### Attendance

How well do learners attend?

Priority area

Area for development

**Attendance is in line with, or above, the national expectation**

Attendance is consistently above the national expectation



## Book Study<sup>®</sup>

The impact of your curriculum will be evident in your pupil's books. Evaluate your programme of study, pupil contributions, presentation, marking and feedback. Host staff meetings where all staff take part simultaneously, generating valuable reports. Capture and evaluate before you send books home at the end of year to set the expectation when you return.

### Presentation

How well is the pupil's work presented?

Priority area

Area for development

**Work reflects care and consideration**

Work is consistently well presented

### Pitch

Does the content reflect the appropriate programme of study?

Priority area

Area for development

**The content reflects the appropriate programme of study**

The work is well pitched, adjusted and extended

### Pupil Contributions

Do the pupils' contributions reflect sufficient time to secure progress?

Priority area

Area for development

**Work reflects regular and sustained application**

Regular opportunities for application secure daily progress

### Progress

Does the book demonstrate progress?

Priority area

Area for development

**Work reflects progress towards objectives, areas of study or first page to last**

Short and long term progress is exemplary

### Challenge

How effectively are opportunities to extend learning applied?

Priority area

Area for development

**Challenge effectively provides depth**

Opportunities to extend learning are exemplary

### Marking and Feedback

How effective is marking and/or feedback?

Priority area

Area for development

**Marking and/or feedback is integral and effective**

Marking and/or feedback is exemplary



## Communication and Language Snapshot®

With more and more schools focusing specifically on language development, this simple framework has been designed to help you to promote and evaluate the impact of daily teaching strategies. Apply to any cohort and any subject, and help your team to improve outcomes by prioritising oracy. Quickly incorporate pupil views for accuracy.

### Listening Skills

Do the children demonstrate 'good listening?'

Priority area

Area for development

**The children listen to the speaker**

The children attentively focus on the speaker, listening quietly and patiently

### Time

Do the children have sufficient time to understand what is being said?

Priority area

Area for development

**The children have sufficient time to understand what is being said**

All children understand what has been said

### Understanding

How successfully do the children understand what they hear?

Priority area

Area for development

**The children understand what they hear**

All children has a secure understanding of what has been said

### Acquisition

How successfully do the children learn the relevant words, and do they understand what they mean?

Priority area

Area for development

**The learners successfully learn the appropriate vocabulary**

The acquisition and application of the relevant vocabulary is exemplary

### Modelling

Do the adult(s) model good communication skills?

Priority area

Area for development

**Communication is explicitly and effectively modelled**

Communication is a fundamental part of the learning process

### Application

Do the children have the opportunity to practise their language skills?

Priority area

Area for development

**Opportunities to apply language skills are effectively supported**

Strategies for language application are exemplary



## EYFS Evaluation and Feedback®

Early years provision requires more time due to complexity. For this framework, capture and evaluate with short visits over a morning, day or more, to do justice to the depth of holistic provision and expertise. This approach can ensure accuracy, capture business as usual, as well as create critical opportunities for collaborative dialogue with your team.

### Creating and Nurturing Positive Relationships

How well do the relationships with adults contribute to ensuring a safe and happy environment?

Priority area

Area for development

**Relationships with adults effectively secure a safe and happy environment for all learners**

Adult relationships with learners are exemplary

### Planning and Preparation

How effectively is the provision well designed and planned?

Priority area

Area for development

**The provision is effectively designed and planned**

The planning and design of the provision is exemplary

### Continuous Provision

How effectively does the continuous provision engage learners?

Priority area

Area for development

**Continuous provision effectively engages learners**

The use of continuous provision is exemplary

### Direct Teaching and Subject Knowledge

How effective is subject knowledge?

Priority area

Area for development

**Subject knowledge is secure**

Subject knowledge is exemplary

### Observations and the use of Assessment

How effectively do observations and assessments inform provision?

Priority area

Area for development

**Provision is directly informed by the effective use of assessment**

The use of assessment to inform provision is exemplary

### Leading, Directing and Supporting Additional Adults

How successfully do the additional adults secure positive outcomes?

Priority area

Area for development

**All adults successfully contribute to positive outcomes**

All adults exemplify good practice

### Daily Progress

How successfully do the children make progress?

Priority area

Area for development

**The children successfully acquire and apply, skills and knowledge**

The acquisition of skills and knowledge is exemplary



## Learning Snapshot<sup>®</sup>

Light-touch, informal and developmental. Capture and evaluate your provision across cohorts and subjects with this versatile and efficient framework. Whilst you evaluate impact and create meaningful professional dialogue, build a live picture of standards in teaching and learning across cohorts, key stages and whole school.

### Engagement

How successfully do the children engage?

Priority area

Area for development

**The children are engaged**

The children are positive, engaged and enthused

### Pedagogy

How effective are the strategies and techniques for learning?

Priority area

Area for development

**The strategies for learning are effective**

The impact of subject knowledge is highly effective

### Learning

How successfully do the children acquire and apply skills and knowledge?

Priority area

Area for development

**The children successfully acquire and apply skills and knowledge**

All children at least acquire and apply skills and knowledge with evidence of some exceeding

### Value

How effective is the learning?

Priority area

Area for development

**The learning is effective**

The learning is exemplary



## Phonics Snapshot®

A snapshot evaluation for the effective and consistent teaching of phonics. Designed to quickly evaluate four key components, and to provide simple and supportive feedback for personal and strategic school development. A useful way to evaluate, quality assure and evidence your systematic phonics provision.

### Management and Organisation

How well is the session planned and prepared?

Priority area

Area for development

**The session is effectively planned and prepared**

Highly effective preparation secures positive outcomes

### Programme of Study

How secure is fidelity to the scheme?

Priority area

Area for development

**Scheme fidelity is secure**

Fidelity to the scheme is secure, with effective adaptations or interventions

### Knowledge and Expertise

How secure is subject knowledge?

Priority area

Area for development

**Subject knowledge is secure**

Subject knowledge is exemplary

### Pupil Progress

Do the children secure the required skills?

Priority area

Area for development

**Expected progress is secure**

The children secure progress with some demonstrating progress above expectation



## Safer Classrooms Snapshot®

A learning walk designed to ask some big questions, create discussion, promote and evaluate the provision for wellbeing. With simple strategies to enable all learners to feel safe and happy in school. Evaluate classroom practice or whole school provision, and provide feedback incorporating pupil views.

### Safety

How safe do the pupils feel in the setting?

Priority area

Area for development

**The pupils feel safe in the setting**

The pupils feel safe and are able to consider the safety of others

### Ethos

Do the children have positive attitudes?

Priority area

Area for development

**The children have positive attitudes to themselves and their peers**

Attitudes are highly positive

### Inclusion

How inclusive is the environment?

Priority area

Area for development

**The environment promotes diversity and difference**

The environment secures positive attitudes towards diversity and difference

### Curriculum

How relevant is the curriculum for all learners?

Priority area

Area for development

**The curriculum is relevant, broad, balanced and diverse**

The curriculum is exemplary when promoting achievement for all

### Relationships

How effective are supportive relationships between adults and pupils?

Priority area

Area for development

**Effective relationships are secure**

Positive relationships are highly effective

### Identification and Intervention

How effective is the identification and support for individual wellbeing?

Priority area

Area for development

**The identification and support for wellbeing is effective**

The identification and support for wellbeing is highly effective



## SEND Evaluation and Feedback®

Increase capacity, develop teacher skillsets, share best practice and evaluate your SEND provision, by enabling your SENDco to perform lighter-touch visits to all classes over time. This framework is designed to prioritise collaboration and effective SEND leadership. Promote key areas for evaluation and development, in any subject or cohort, creating greater awareness.

### Setting

How inclusive and accessible is the learning environment for pupils with SEND?

Priority area

Area for development

**The learning environment effectively supports pupils with SEND**

The learning environment is exemplary for pupils with SEND

### Curriculum

How appropriate, engaging and accessible is the curriculum for those children with SEND?

Priority area

Area for development

**The curriculum is appropriate, engaging and accessible.**

The design of the curriculum themes, pitch and pace are highly effective for pupils with SEND

### Personalised learning

How effectively is the learning adapted for individual access and progress?

Priority area

Area for development

**The learning is effectively adapted for pupils with SEND**

Perceptive adjustments secure positive outcomes for pupils with SEND

### Pupil Support

How effective is the direct, or indirect, use of adult support?

Priority area

Area for development

**Adult intervention and support is effective**

Adult intervention and support is highly effective when evaluating impact

### Progress

How successfully do pupils with SEND make progress, from individual starting points?

Priority area

Area for development

**Pupils with SEND make progress, from individual starting points**

Progress is exemplary, from individual starting points



## Standard Lesson Observation®

A more formal lesson observation, covering the learning process and pupil outcomes. Offering the chance to add detail for individual feedback purposes. Useful for appraisal purposes or newly early career stage teachers. Pause your observation, consider short and long term pupil progress and return to it to ensure accuracy.

### Pupil Engagement

How successfully do the children engage with their learning?

Priority area

Area for development

**The children are engaged**

Positive attitudes to learning are explicit from all learners

### Pupil Contributions

Are the children successfully acquiring and applying skills and knowledge?

Priority area

Area for development

**The children successfully acquire and apply, skills and knowledge**

The acquisition and application of skills and knowledge, are exemplary

### Subject Knowledge

How effective are the teaching strategies?

Priority area

Area for development

**Effective teaching strategies support learning**

Subject knowledge is exemplary

### Planning and the Use of Assessment

How effectively does assessment inform learning?

Priority area

Area for development

**The use of assessment directly informs learning**

The use of assessment is exemplary when securing pupil progress

### Short Term Progress

Do the children make progress within the lesson?

Priority area

Area for development

**All pupils make progress in line with their own starting points**

Progress for all learners is at least secure, with some children exceeding

### Achievement

Do the children achieve well over time?

Priority area

Area for development

**When considering work in books, or data, pupil outcomes are secure**

When looking at work in books, or data, pupil outcomes are exemplary

Support, CPD and Content



Leadership  
Webinars



Community  
and Content



Termly  
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