

Meaningful Book Scrutiny - 12 Questions for Reflection!

Planning & Purpose

1. What do I want to achieve through book scrutiny?

- Is it to monitor progress, assess feedback quality, improve consistency, or inform CPD?

2. How does book scrutiny align with our school's improvement priorities?

- Will it support our curriculum, assessment, and teaching strategies?

3. What specific criteria will we use to evaluate books?

- Are we focusing on progress, feedback, differentiation, presentation, or all of the above?

4. How will we ensure book scrutiny is fair, objective, and constructive?

- How can we avoid it becoming a 'fault-finding' exercise?

Collaboration & Teacher Involvement

5. How will I involve teachers in the process to ensure engagement and buy-in?

- Will we use peer review, joint moderation, or collaborative discussions?

6. How can book scrutiny be a tool for professional development rather than just monitoring?

- Can it help teachers reflect, share best practices, and improve their marking?

7. How will we ensure scrutiny is consistent across departments and key stages?

- Do all leaders and teachers understand what 'good' looks like?

Process & Practicalities

8. How frequently should book scrutiny take place, and who will be involved?

- Should it be termly, half-termly, or part of ongoing monitoring?

9. What range of books will we scrutinise to get a balanced picture?

- Will we sample different subjects, abilities, and groups (e.g., SEND, EAL, disadvantaged students)?

10. How will we document findings and ensure they lead to meaningful action?

- Will we use templates, reports, or informal discussions to share outcomes?

Impact & Next Steps

11. How will we use book scrutiny findings to drive improvement?

- Will they inform CPD, curriculum planning, or targeted support for staff?

12. How will we evaluate the impact of book scrutiny over time?

- Are students improving? Is marking more effective? Are teachers benefiting from the process?



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