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| **Teacher Subject Year Set Period Observer Date**  |
|  | **Inadequate** | **Requires Improvement** | **Good** | **Outstanding learning and progress (as Good, plus…)** | **Comments** |
| **Start** | Takes too long to get the lesson / learning started | Punctual, ordered start. Little reference to prior learning. | Punctual, engaging, purposeful start linked to prior learning | Pupils fully engaged and eager from entrance with little input required from the teacher |  |
| **Learning outcomes** | Not shared and / or not in context and /or ignored in lesson. Low or unrealistically high expectations | Shared and with some sense of context. Expectation not stretching pupils | Shared, engaging, in context and clearly understood by pupils. High ,realistic expectations | Outcomes are well planned to convey consistently high expectations of all pupils and are used throughout the lesson to check progress |  |
| **Structure** | Teacher led, little student input, has no learning outcomes or they are ignored | Rigid structure, has outcomes but not responsive to pupils’ needs | Progress checks against outcomes in lesson plan. Flexibility shown in response to student needs | Lesson structure is flexible. The teacher constantly checks progress against outcomes and adjusts the pace and direction in response to individual pupil’s needs delivering outstanding progress |  |
| **Range of activities** | One approach to learning dominates | Varied learning activities are enjoyed but reflection on their purpose and efficacy may be required | Active learning experiences fully engage and challenge learners to make progress with rigorous review of purpose and efficacy | Imaginative activities fully engage pupils, helping them work very well collaboratively to support each other’s learning and progress. They can connect the activities with the learning and the level of achievement |  |
| **Pace** | Slow, laboured with long periods of pupil inactivity or too fast. Teacher unaware of pupil engagement or learning  | The teacher is aware of pupil learning and adjusts plans to suit. However, interventions either slow the pace of learning and / or are unsuccessful | The teacher is aware of how fast to go through the lesson content and when finding pupils in difficulty, quickly and successfully moves them on | A clear sense of pace and challenge helps pupils to work independently and check progress. Pupils find creative solutions and use their own initiative to take control of their own learning progress |  |
| **Subject knowledge** | Teachers’ subject knowledge insecure and / or there is poor development of subject specific skills. No growth in pupils’ knowledge | Subject knowledge is fairly secure and some learning skills are communicated to pupils. Some growth in pupils’ knowledge | Well developed subject knowledge supports explicit communication of learning process and skills. Good growth in pupils’ knowledge | Excellent subject knowledge is delivered and used to plan and assess pupil’s skills and development and show links to other learning. Significant growth in pupils’ knowledge |  |
| **Challenge and differentiation** | Particular groups of pupils not identified or teaching fails to cater for them  | Groups of pupils and their needs identified. Knowledge and understanding deepened as a result | High expectations of and appropriately challenging tasks for all identified pupils. Tasks flexibly adapted to improve individual learning | Teaching shows consistently high expectations of all pupils and challenges all pupils, including the most able and most vulnerable learners, through imaginative personalised strategies and highly effective interventions |  |
| **Teaching assistants** | TA’s are not prepared before or during the lesson by the teacher. They do the work for the pupils | TAs manage the behaviour of pupils and help them complete work but do not support their learning skills | The TA with help from the teacher, if required, gives the pupils strategies with which to help themselves | The TAs help pupils by teaching them strategies and learning skills which enable pupils to help themselves make the best progress possible towards the lesson outcomes |  |
| **Self- assessment** | Pupils cannot self-assess against outcomes | Is not rigorous enough to facilitate progress over time | Is regular, consistent, accurately self-critical and shows impact on progress over time | Self-assessment is rigorous, effective and confident with aspirational, realistic target setting in all aspects of the learning. Pupils can accurately assess their level of achievement |  |
| **Peer assessment** | Pupils are not supportive of each other’s progress | Pupils are supportive in assessing others work | Pupils are supportive, confident and effective in assessing others work | There is evidence of peer assessment helping pupils’ skills and knowledge progress in the lesson and over time. Pupils can accurately assess the level of achievement of others against success criteria |  |
| **Questioning** | Limited, closed, teacher led questioning restricted to a few pupils. Inadequately assesses progress towards outcomes | More frequent but often closed with little thinking time and teacher led. Poorly assesses progress towards outcomes. Pupil questions are rare and often poor | Open teacher questions assess progress and uncover misconceptions, promoting flexibility to need. Pupils often ask pertinent questions when they need to | Teacher questioning challenges pupils and encourages metacognition. Pupils have developed questioning skills which help them reflect on their knowledge and understanding of the lesson content and of the learning process itself |  |
| **Teacher Feedback** | Cursory, irregular verbal feedback or marking leaving pupils unaware of what they need to do to progress | Verbal and written feedback helps pupils move forward in their learning | Verbal and written feedback elicits, and shows evidence of, pupil response and action to improve | Verbal and written feedback is regular, personalised and powerful in the way it supports and challenges. Pupils obviously spend a lot of time responding to it. Pupils make rapid gains because of this |  |
| **Numeracy literacy, oracy** | No planning for numeracy literacy or oracy. Errors are not challenged or corrected. The teacher commits errors | The teacher models good numeracy, oracy and literacy and corrects pupil errors. Some opportunities taken to develop these in lessons | Numeracy, literacy and oracy skills are discussed and developed within the lesson for all pupils | Frequent opportunities are made available across the curriculum for pupils to demonstrate high levels of numeracy, literacy and oracy. Teaching of them is highly effective |  |
| **Behaviour for learning** | Pupils are disengaged, show a lack of respect for each other and / or staff, leading to persistent low level disruption and tasks remaining unfinished | Inappropriate behaviour is managed but there may be some low level disruption. Maintaining good conduct is a priority in the lesson | Effective, varied teaching strategies are used which support effective behaviours for learning. Low level disruption is uncommon | Teaching has cultured pupils who are habitually enthusiastic, active, cooperative, committed learners with high aspirations and a willingness to discuss and share their learning and their learning strategies  |  |
| **Progress** | Little or no progress is made towards outcomes by the end of the lesson  | Most pupils know if they have made progress towards outcomes | Teacher and pupils are clear about what progress has been made and how to address gaps | Progress review is ongoing, engages and owned by the pupils, who can articulate clearly what they have learned, its context and what they need to do next. As a result there is evidence of rapid and sustained progress by ***all***pupils |  |
| **Homework** | Its purpose is unclear. The response to homework is erratic | Homework is set but fails to properly address learning outcomes and progress toward them. The level of challenge may be insufficient | Homework is linked to outcomes and clearly assesses progress towards them. Pupils are fully engaged and motivated by it | Homework extends the learning journey and provides further open-ended learning opportunities |  |

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| **Grade and comments** (Use additional sheet if necessary) | **Follow up support plan** |

**Signed (Teacher)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Signed (Observer)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_