

Evaluating The Quality Of Teaching And Learning - Lesson Observation Summary



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| Teacher: | |
| Year Group or Set: | |
| Subject: | |
| Date: | |
| Time: | |
| Observed By: | |

| CODE | AREA | GRADE | SUMMARY | |
|---|-----------------------------|-------|---------|---|
| QUALITY OF TEACHING | | | | QUALITY OF TEACHING GRADE OVERALL GRADE (A score of 2.5 or higher would indicate that improvement in certain areas is required). (Score) |
| 1a | Planning | | | |
| 1b | Teacher knowledge | | | |
| 1c | Learning environment | | | |
| 1d | Teaching Strategies | | | |
| 1e | Challenge | | | |
| 1f | Behaviour management | | | |
| 1g | Inclusion | | | |
| 1h | Use of other adults | | | |
| 1i | Marking & Feedback | | | |
| 1j | Assessment & Plenaries | | | |
| QUALITY OF LEARNING | | | | QUALITY OF LEARNING GRADE This grade always takes precedent over the grade for Quality of Teaching. (Word) |
| 2a Acquiring new knowledge /skills | Understanding | | | |
| | Learning Skills | | | |
| | Acquiring Knowledge | | | |
| | Progress | | | |
| 2b Pupil engagement | Distraction | | | |
| | Confidence | | | |
| 2c Independent and collaborative work | Listening and Collaboration | | | |
| | Organisation | | | |
| | Time Management | | | |
| | Resilience | | | |
| 2d Pupil reflection | Reflection | | | |
| | Understanding of Targets | | | |
| | Self Responsibility | | | |
| Target(s) for development (possible reference to Teaching Standards) | | | | |
| Evidence / method of monitoring? | | | | |
| Support Required | | | | |
| Success Criteria | | | | |

| | INADEQUATE | Link to Teachers' Standards | REQUIRES IMPROVEMENT AS IT IS NOT GOOD |
|--|--|---|---|
| THE QUALITY OF TEACHING | 1a Do teachers plan effectively, with clear learning objectives and suitable teaching strategies? | | |
| | <p>Reasons why this part of the lesson was inadequate</p> <p>LEARNING ACTIVITIES ARE NOT SUFFICIENTLY WELL MATCHED TO THE NEEDS OF PUPILS SO THAT THEY MAKE INADEQUATE PROGRESS.</p> <p><i>Planning takes too little account of the pupils' prior learning or their understanding of tasks and is not used effectively to help them improve.</i></p> <p><i>The teacher does not have sufficiently high expectations and the teaching fails to engage or interest particular groups of pupils including disabled pupils and those who have special education needs.</i></p> | 1b 2b 3d 3e 4a 4c 4d 5a 6c | <ul style="list-style-type: none"> • Due attention is given to the careful assessment of pupils' learning. • Tasks are planned and set that may not fully challenge. • Shows that thought has been given to how skills and understanding are built up. • Shows what the learning objectives are, what learners will be doing and what the success criteria are. • Shows what the language objectives are. • Takes account of previous learning. • Where published materials are used, these are modified to meet the needs of the learners and their previous learning. • Indicates what support staff will be expected to do. • Has evidence of differentiation. • Identifies opportunities to assess children's progress and attainment. • Key vocabulary is identified. • Satisfactory use is made of a range of resources, including new technology. • Regular and accurate assessment informs planning, which generally meets the needs of all groups of pupils. • Appropriate homework is set and this contributes reasonably well to the quality of learning for pupils, including those with SEN. |
| | 1b How good is teachers' command of areas of learning and subjects? | | |
| | <p>Reasons why this part of the lesson was inadequate</p> <p>AS A RESULT OF POOR TEACHING, PUPILS OR GROUPS OF PUPILS MADE INADEQUATE PROGRESS.</p> <p><i>Teacher's subject/pedagogic knowledge is inadequate. Teaching style is inappropriate to pupils' needs.</i></p> | 2d 3a 3b 4e 8b 8d | <p>Plans reflect an understanding of what needs to be learned.</p> <p>In lessons teachers:</p> <ul style="list-style-type: none"> • Explain new ideas clearly and accurately and answer questions correctly. • Extend learning by providing relevant experiences. • Select and use appropriate resources, which reflect the children's languages and cultures. • Teacher's subject knowledge is secure. <p><i>Teacher's subject/pedagogic knowledge is adequate and teaching style satisfactory.</i></p> |
| 1c How well does the learning environment support good teaching and learning? | | | |
| <p>Reasons why this part of the lesson was inadequate</p> | 1a 2e | <ul style="list-style-type: none"> • Is well organized and tidy. • Displays reflect a range of curriculum and subject areas. • Displays are used as a resource for teaching. • Displays reflect the cultures and languages of learners. • Resources are accessible and children use them independently. • The classroom is arranged with thought to the most appropriate model for the physical constraints of the room itself. | |
| 1d How well do teachers use a variety of teaching strategies? | | | |
| <p>Reasons why this part of the lesson was inadequate.</p> <p>AS A RESULT OF POOR TEACHING, PUPILS OR GROUPS OF PUPILS MADE INADEQUATE PROGRESS.</p> <p><i>The teacher does not have sufficiently high expectations and the teaching fails to engage or interest particular groups of pupils including disabled pupils and those who have special educational needs.</i></p> <p><i>Resources are inadequate / inappropriate / do not support learning.</i></p> | 2d 3d 3e 4a | <ul style="list-style-type: none"> • Teaching strategies ensure that the individual needs of pupils are usually met. • Teachers carefully deploy any available additional support to contribute reasonably well to the quality of learning for pupils including those with SEN. • The learners settle quickly. • The teacher engages all the learners quickly and creates a clear sense of purpose using a range of resources including visual material and artefacts. • Learning objectives are shared with the learners. • Teachers use questioning to ascertain levels of understanding. <p><i>Resources are adequate.</i></p> | |

| GOOD | OUTSTANDING | GRADE |
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| <ul style="list-style-type: none"> Teachers use their well-developed subject knowledge, and their accurate assessment of pupils' prior skills, knowledge and understanding to plan effectively and set challenging tasks. Differentiates learning objectives and success criteria Identifies language objectives and success criteria. Where published materials are used, these are modified to meet the needs of the environment, prior attainment and styles of leaning and teaching. Gives support staff a good framework for their work and indicators of how to adapt it for SEN and EAL learners. Provides a good framework for challenging more able learners. Has planned tasks to assess children's progress and attainment. Shows how key vocabulary will be introduced. Good imaginative use of resources, including new technology enhances learning. Good assessment procedures inform good planning to meet the needs of all pupils. Appropriate and regular homework contributes well to pupils' learning. The teacher has high expectations. He/she plans and teaches lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills. <p><i>Teacher has good subject/pedagogic knowledge and a confident and imaginative teaching style.</i></p> | <ul style="list-style-type: none"> Teachers draw on an excellent subject knowledge, to plan astutely and set challenging tasks based on systematic, accurate assessments of pupils' prior skills, knowledge and understanding. Learning objectives are very clear and the build on what has gone before, learners' understanding and the flexibility and range of approaches to achieve them, taking account of learners' differing needs. Oral and written language models link clearly to the language objectives. Links are made with future learning. Differentiated success criteria based on prior assessment allow all learners to make good progress. Planning is used flexibly to embrace new ideas, feedback from formative assessment and unexpected progress. A range of opportunities are planned to allow learners to work both collaboratively and independently over time. Gives support staff a very good framework modifying approaches for individual SEN and EAL learners or those with disabilities. Teachers and other adults are acutely aware of pupils' capabilities and prior learning and understand and plan very effectively to build on these. Appropriate and regular homework contributes very well to pupils' learning. The teacher has consistently high expectations of all pupils. He/she plans and teaches lesson that enable pupils to learn exceptionally well. <p><i>Teacher has excellent subject/pedagogic knowledge and a very confident and imaginative teaching style.</i></p> | |
| <p>Effective plans reflect a clear understanding of what needs to be learned, and how learners will be taught. In lessons teachers:</p> <ul style="list-style-type: none"> Explain new ideas in ways that are particularly relevant and meaningful to the learners. Extend learning by providing relevant first-hand experience, drawing on links with other subjects or areas. Are able to cater for all needs. Select and use appropriate resources that interest and challenge learners. Teachers generally have strong subject knowledge, which enthuses and challenges most pupils and contributes to good progress. | <p>Teachers' expert knowledge is also demonstrated in the way they:</p> <ul style="list-style-type: none"> Illuminate and enrich their teaching. Inspire learners. Encourage learners to ask challenging questions and answer them accurately or encourage learners to find out for themselves or from each other. Extend leaning by providing relevant first-hand experience, drawing on different contexts, and a wider body of knowledge or links with other subjects or areas. | |
| <ul style="list-style-type: none"> A range of children's work is celebrated. Displays including those, which reflect cultures and languages, and working walls are used to prompt learners' thinking. Resources are available to use, clearly labelled, displayed well and the learners take care of them. The lesson is taught in the most appropriate space. Key vocabulary and where appropriate translations of core words are displayed and used to support learning. | <ul style="list-style-type: none"> The classroom environment is lively and stimulating creating a setting for the learning. Examples of particularly good work, including work in progress, are annotated so learners can see what they should be aiming for. Working Walls have a positive impact on the learning of pupils. Examples of learners work in their first languages, are on display. Interactive displays are used well to support teaching. Facilitates independent learning. | |
| <ul style="list-style-type: none"> Teachers' effective teaching strategies, including setting appropriate homework, appropriately targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils' learn well in lessons. Learning starts promptly. The teacher sets an aspirational tone to the learning with high expectations. Learning and language objectives are shared with the students and are reinforced visually. The teacher uses learners' responses to assess language as well as subject knowledge and understanding. The teacher engages all the children quickly and there is a sense of anticipation and excitement. <p><i>Good quality resources are used effectively.</i></p> | <ul style="list-style-type: none"> Teachers' well judged and often inspirational teaching strategies, including setting appropriate homework that, together with sharply focussed and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well. Learning objective are shared clearly both visually and orally, identifying a clear purpose to the learning based on previous and future learning and they explain the process by which the learning will take place. Language objectives are shared and examples provided. The teacher assesses previous learning through probing questioning and uses this to inform the pace and content of the lesson –using planning flexibly. <p><i>Resources are of excellent quality and used very effectively.</i></p> | |

| | INADEQUATE | Link to Teachers' Standards | REQUIRES IMPROVEMENT AS IT IS NOT GOOD |
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| THE QUALITY OF TEACHING | 1e How well do teachers interest, encourage, and challenge learners, leading to enjoyment and engagement? | | |
| | <p>Reasons why this part of the lesson was inadequate</p> <p>TEACHERS DO NOT HAVE SUFFICIENTLY HIGH EXPECTATIONS AND TEACHING FAILS TO EXCITE, ENTHUSE, ENGAGE OR MOTIVATE PARTICULAR GROUPS OF PUPILS, INCLUDING DISABLED PUPILS AND THOSE WHO HAVE SPECIAL EDUCATIONAL NEEDS AND OTHER VULNERABLE GROUPS.</p> <p>Pupils do not enjoy the activities provided, which is reflected in poor completion of tasks.</p> <p>Pupils, or particular groups of pupils, make too little progress.</p> <p><i>Teaching provides a low level of challenge that fails to engage and encourage pupils. Teacher's expectations of pupils are low.</i></p> | <p>1b</p> <p>2e</p> <p>4a</p> <p>4b</p> <p>5a</p> <p>5b</p> <p>5d</p> | <ul style="list-style-type: none"> Activities are interesting. There is a balance of taught, individual and collaborative work. Questioning provides opportunities to develop understanding and assess learning. Learners are given opportunities to talk about what they have learned. Learners are encouraged to be independent but are supported where they need extra help. Learners are encouraged to do their best. Teachers use ICT to support learning. Most pupils want to work hard and improve. THERE ARE NO INADEQUACIES. Pupils show interest in their work and are making progress broadly in line with that made nationally by pupils with similar starting points. Teaching ensures pupils are generally engaged by their work and little time is wasted. Teachers' expectations enable most pupils to work hard and achieve satisfactorily and encourage them to make progress. <p><i>Teaching provides a reasonable level of challenge, which engages and encourages pupils.</i></p> |
| | 1f How effectively do teachers manage behaviour? | | |
| | <p>Reasons why this part of the lesson was inadequate</p> <p>Pupils' poor behaviour and rudeness occur more frequently than on very isolated occasions and inhibit progress in lessons or well being on more than isolated occasions.</p> <p>Pupils' lack of engagement and persistent low-level disruption of learning contributes to reduced learning and/or a disorderly classroom environment.</p> <p>A significant minority of pupils show a lack of respect and intolerance for each other or staff and a lack of self-discipline resulting in poor behaviour around the school.</p> <p><i>Behaviour is inappropriate and not well managed.</i></p> | <p>1c</p> <p>7a</p> <p>7b</p> <p>7c</p> <p>7d</p> | <p>There is a positive climate for learning in which learners feel secure including:</p> <ul style="list-style-type: none"> Effective organisation of activities. Mutual respect and properly established work habits. A consistent implementation of the behaviour policy. Pupils behave so that learning proceeds appropriately and time is not wasted. Pupils are polite and generally respond appropriately to sanctions. Incidents of poor behaviour are uncommon. <p><i>Any unsatisfactory behaviour is quite well managed.</i></p> |
| | 1g How effectively do teachers promote equality of opportunity and ensure inclusion? | | |
| | <p>Reasons why this part of the lesson was inadequate</p> <p>The teacher does not have relevant insight into the performance and participation of different groups of pupils.</p> <p>The teacher is inactive in tackling material differences between groups and/or in tackling discrimination.</p> | <p>1b</p> <p>1c</p> <p>5a</p> <p>5b</p> <p>5c</p> <p>5d</p> | <ul style="list-style-type: none"> All learners are treated with respect. Teaching methods and resources are without bias and free from stereotyping. Sensitivity is shown to learners' individual circumstances, beliefs and cultures in the way questions are asked or ideas promoted. SEN and learners from VULNERABLE GROUPS are well supported. Able pupils are challenged. |
| | 1h How effectively do teachers make use of Teaching Assistants, Early Years Staff and other adults? | | |
| | <p>Reasons why this part of the lesson was inadequate</p> <p>AS A RESULT OF POOR TEACHING, PUPILS OR GROUPS OF PUPILS MADE INADEQUATE PROGRESS.</p> <p><i>Teaching and other assistants are not well deployed and provide little or no effective support to pupils.</i></p> | <p>1b</p> <p>5c</p> <p>5d</p> <p>8b</p> <p>8c</p> | <ul style="list-style-type: none"> Teaching assistants are adequately managed and are effective. Teaching assistants know what they need to do to support learners including SEN & VULNERABLE GROUPS. Support provided by other adults is effectively deployed. <p><i>The use of teaching and other assistants makes some contribution to pupils' learning.</i></p> |
| | 1i How effectively do teachers use marking and feedback to aid learning and pupil progress? | | |
| | <p>Reasons why this part of the lesson was inadequate</p> <p>Pupils do not receive feedback on their work and learning from the adults working with them, meaning that learning activities are not sufficiently well matched to the needs of pupils.</p> | <p>2a</p> <p>2c</p> <p>6a</p> <p>6b</p> <p>6c</p> <p>6d</p> | <ul style="list-style-type: none"> Pupils are informed about the progress they are making and how to improve further through marking and dialogue with adults that is usually timely and encouraging. As a result, most pupils want to work hard and improve. Marking gives teachers the understanding of pupils' progress to enable teachers to plan to 'bridge the gap'. |
| 1j How effectively do teachers use assessment for learning and use plenaries to reinforce learning and assess understanding? | | | |
| <p>Reasons why this part of the lesson was inadequate</p> <p>LEARNING ACTIVITIES ARE NOT SUFFICIENTLY WELL MATCHED TO THE NEEDS OF PUPILS SO THAT THEY MAKE INADEQUATE PROGRESS.</p> <p>AS A RESULT OF POOR TEACHING, PUPILS OR GROUPS OF PUPILS MADE INADEQUATE PROGRESS.</p> <p>Assessment takes too little account of the pupils' prior learning or their understanding of tasks and is not used effectively to help them improve.</p> <p>The teacher is not using target –setting effectively to raise expectations and improve outcomes.</p> <p><i>Assessment is infrequent / erratic and there is insufficient use of assessment information.</i></p> | <p>2a</p> <p>2b</p> <p>2c</p> <p>4d</p> <p>6a</p> <p>6b</p> <p>6c</p> <p>6d</p> | <ul style="list-style-type: none"> Plenaries are an opportunity for learners to share what they have done and to encourage some reflection of what they have learned. Teachers let learners know how well they are doing and use this information to set targets. Teachers' monitor pupils' work during lessons, pick up general misconceptions and adjust their plans accordingly to support learning. These adaptations are usually successful but occasionally are not timely or relevant and this slows learning for some pupils. Pupils are informed about their progress and how to improve through marking and dialogue with adults. Due attention is given to the careful assessment of pupils' learning but this is not always conducted rigorously enough and may lead to unnecessary repetition of work. <p><i>There is some use of assessment information. The level and nature of work is appropriate to most pupils.</i></p> | |

| GOOD | OUTSTANDING | GRADE |
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| <ul style="list-style-type: none"> Activities are stimulating with relevant learning experiences. Has planned questioning to provide frequent opportunities for higher order questioning. Teachers and other adults create a positive climate for learning in the lesson and pupils are interested and interactively engaged. Teaching generally promotes pupils' resilience, confidence and independence when tackling activities. Learners are encouraged to verbalise their thinking through whole class discussion and through a range of different formats and techniques that encourage discussion and learning amongst the pupils. Learners are encouraged to persevere. Teaching seeks to extend learners intellectually, physically and creatively. Lessons have pace. ICT is used interactively to enhance learning. Teaching strategies should reflect different learning styles. Teaching is effective in ensuring that pupils are motivated and engaged. Teachers have high expectations of all pupils. As a result of teaching most pupils and groups of pupils including disabled pupils and those with SEN have achieved well. <p><i>Teaching provides a good level of challenge, which engages and encourages pupils.</i></p> | <ul style="list-style-type: none"> Activities are planned to be stimulating and challenging with vivid real and relevant learning experiences. Teachers and other adults generate high levels of engagement and commitment to learning. Teaching promotes pupils high levels of resilience, confidence and independence when they tackle challenging activities. Pupils are constantly engaged and interactive within the lesson. Learners are regularly prompted to develop and justify answers, speculate and hypothesise. High quality learners' questions and learner motivated enquiry are expected. Learners are encouraged to persevere to solve problems through the application of well-rehearsed strategies. Stimulates creativity, imagination and independence. Lessons have strong pace but allow time for consolidation and reflection. ICT is used where appropriate to extend and enrich the learning experience. The lesson is fun. Teaching is outstanding resulting in rapid and sustained pupil progress. The Teacher has consistently high expectations of all pupils. <p><i>Teaching provides a high level of challenge, which engages and encourages pupils. Expectations of pupils are very high.</i></p> | |
| <p>There is a productive climate for learning in which learners feel secure including:</p> <ul style="list-style-type: none"> Clear and efficient organisation of activities and groups. An emphasis on self-discipline and mature behaviour. Pupils' behaviour makes a strong contribution to good learning in lessons. Their behaviour is welcoming and positive. They behave considerably towards each other. Behaviour is managed consistently well. <p><i>Any unsatisfactory behaviour is well managed.</i></p> | <p>There is a productive climate for learning in which learners feel valued and secure including:</p> <ul style="list-style-type: none"> Efficient organisation of activities and groups where the rationale is shared with learners. Fair and clear exercise of authority leading to excellent standards of behaviour. Pupils' consistently thoughtful behaviour is an outstanding factor in their successful learning and creates an extremely positive school ethos (Pupils' attitudes to learning are exemplary). Pupils are highly considerate and very supportive of each other in lessons. No evidence of disruptive behaviour. <p><i>Relationships and student behaviour are excellent.</i></p> | |
| <ul style="list-style-type: none"> Relationships are warm but respectful. Learners' contributions are valued and encouraged. SEN and learners from VULNERABLE GROUPS are well supported and encouraged to contribute fully in class discussions through well-targeted questions. Able learners are challenged and extend their learning. | <ul style="list-style-type: none"> Teaching methods and resources are properly matched to meeting the needs of all the learners in the class. SEN and learners from VULNERABLE GROUPS are well supported through differentiated tasks, one to one and small group work. Provides positive role models for different groups of learners. Able learners are challenged and extend their learning. They do not waste time on things they can already do or already know. | |
| <ul style="list-style-type: none"> Teaching assistants make a significant contribution to the meeting of individual needs. Teaching assistants have access to plans, e.g. IEPs and EAL language levels to inform their work. TAs clearly understand how to model language and scaffold learning. <p><i>Teaching and other assistants are used well and effectively support pupils' learning.</i></p> | <ul style="list-style-type: none"> Well directed teaching assistants reinforce and support learning very effectively; sometimes taking responsibility for planning activities and assessment for groups of students or individuals. Teachers fully involve TAs to support the Assessment for Learning process. <p><i>Teaching and other assistants are very well deployed, making a significant contribution to pupils' learning.</i></p> | |
| <ul style="list-style-type: none"> Teachers assess pupils' learning and progress regularly and accurately they ensure that pupils know how well they have done and what they need to do to improve. Marking gives teachers the understanding of pupils' progress to support pupils to 'bridge the gap between high expectation and attainment'. | <ul style="list-style-type: none"> Consistently high quality marking and constructive feedback from teachers ensures that pupils make rapid gains. Marking ensures that all pupils 'bridge the gap between high expectation and attainment'. | |
| <ul style="list-style-type: none"> Plenaries are used as an opportunity for learners to reflect on what they have learned and what they need to do to progress further. Teachers use this as an opportunity for assessment. Teachers set the context for the next lesson/future learning. Learners are regularly involved in helping to assess their own work. Learners are set appropriately challenging targets, know what these are and are able to talk about their progress towards them. Detailed feedback. Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning. <p><i>Assessment information is used effectively to ensure work is appropriate to all pupils.</i></p> | <ul style="list-style-type: none"> Lessons have many interactive sessions (plenaries) that encourage learners to reflect on their learning. Pupils know what they have learnt. They understand how they have learnt this and know what they need to do next. Links are made with past and future learning. Learners help judge the success of their work and set targets for improvement. Learners are encouraged to monitor their own progress against targets and seek further challenge where these are achieved. Marking and dialogue is consistently high quality. Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of the learning. <p><i>Assessment is rigorous / imaginative and assessment information is used very effectively to ensure work is appropriate to all pupils.</i></p> | |

| | INADEQUATE | Link to Teachers' Standards | REQUIRES IMPROVEMENT AS IT IS NOT GOOD |
|---|--|---|---|
| THE QUALITY OF LEARNING | 2a To what extent do learners acquire new knowledge or skills in their work; develop ideas and increase understanding? | | |
| | <p>Reasons why this part of the lesson was inadequate</p> <p>PUPILS MAKE INADEQUATE PROGRESS</p> <p><i>The extent to which pupils acquire knowledge, develop understanding and learn and practice skills is inadequate</i></p> <p><i>Overall some or all pupils make inadequate progress in relation to their ability and potential and some / all pupils show lack of interest and negative attitudes to work.</i></p> | 1b 2a 2c 2e | <p>Learners make progress both within individual lessons and over time. Learners:</p> <p>UNDERSTANDING</p> <ul style="list-style-type: none"> • Can explain what they have done. <p>LEARNING SKILLS</p> <ul style="list-style-type: none"> • Can reapply some of the learning to a new problem. • Show awareness of how current learning related to previous work. • Will answer questions. • Most pupils want to work hard and improve. <p>ACQUIRING KNOWLEDGE</p> <ul style="list-style-type: none"> • The extent to which pupils acquire knowledge, develop understanding and learn and practice skills is at least REQUIRES IMPROVEMENT AS IT IS NOT GOOD. <p>PROGRESS</p> <ul style="list-style-type: none"> • Pupils make expected progress given their starting points - some may make good progress. <p><i>Overall all pupils make satisfactory progress and most show positive attitudes to their work.</i></p> |
| | 2b To what extent do learners show engagement, application and concentration to work productively? | | |
| | <p>Reasons why this part of the lesson was inadequate</p> <p><i>Pupils do not enjoy the activities provided, which is reflected in poor completion of tasks.</i></p> | 5a 5b 5c 5d 7c | <p>Learners are willing to engage in learning and have established work habits. They:</p> <p>DISTRACTION</p> <ul style="list-style-type: none"> • Are not easily distracted. • Produce work of a good standard. • Show a willingness to improve further. • Complete work within the time available. • Pupils understand what is expected of them when asked to work on their own or in small groups and only gentle prompting is needed to maintain discipline. <p>CONFIDENCE</p> <ul style="list-style-type: none"> • Most pupils work effectively when provided with appropriate tasks and guidance but lack confidence in improving the quality of their work. |
| 2c To what extent do learners develop the capacity to work independently and collaboratively? | | | |
| <p>Reasons why this part of the lesson was inadequate</p> <p>LEARNING ACTIVITIES ARE NOT SUFFICIENTLY WELL MATCHED TO THE NEEDS OF PUPILS SO THAT THEY MAKE INADEQUATE PROGRESS.</p> <p><i>Too many pupils fail to work effectively unless closely directed by an adult and give up easily.</i></p> <p><i>The teacher is over controlling the lesson and is not allowing the pupils to learn independently or in groups.</i></p> <p><i>Pupils do not work well independently and collaboratively.</i></p> | 7a | <p>A range of opportunities are planned to allow learners to work both collaboratively and independently over time. Learners:</p> <p>LISTENING AND COLLABORATION</p> <ul style="list-style-type: none"> • Listen to others opinions. <p>ORGANISATION</p> <ul style="list-style-type: none"> • Are sensible in organising the resources they need. <p>TIME MANAGEMENT</p> <ul style="list-style-type: none"> • Know when to ask for help. • Complete homework tasks set. <p>RESILIENCE</p> <ul style="list-style-type: none"> • Pupils generally work steadily and occasionally show high levels of enthusiasm and interest. <p><i>Most pupils work well independently and collaboratively.</i></p> | |
| 2d To what extent are learners able to reflect on their own learning and use this knowledge to plan their work? | | | |
| <p>Reasons why this part of the lesson was inadequate</p> <p>PUPILS CANNOT COMMUNICATE, READ, WRITE OR USE MATHEMATICS AS WELL AS THEY SHOULD.</p> <p><i>Pupils are <u>unaware</u> of their level and how to improve.</i></p> | 2c 6d | <p>Learners:</p> <p>REFLECTION</p> <ul style="list-style-type: none"> • Are encouraged to talk about their work. <p>UNDERSTANDING OF TRAGETS</p> <ul style="list-style-type: none"> • Take account of what they need to do to improve further. • Children know their targets. <p>SELF RESPONSIBILITY</p> <p><i>Pupils are aware of their level and how to improve.</i></p> | |

| GOOD | OUTSTANDING | GRADE |
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| Learners make good progress and: | Learners make very good progress both within individual lessons and over time. Learners: | |
| <ul style="list-style-type: none"> • Can explain what they have learned. | <ul style="list-style-type: none"> • Can explain confidently and clearly how and what they have learned. | |
| <ul style="list-style-type: none"> • When asked can apply what they have learned to new situations. • Understand how current learning relates to previous work and what comes next. • Ask and answer questions related to their work. • Learners will use their first language in class where it helps their understanding. | <ul style="list-style-type: none"> • Are creative and show initiative and apply learning to new situations. • Ask questions and show an eagerness to learn. • Learners are confident to use their first language to enhance their learning. • Pupils learn and practice skills exceptionally well. | |
| <ul style="list-style-type: none"> • Pupils acquire knowledge, develop understanding and learn and practice skills well. | <ul style="list-style-type: none"> • Pupils acquire knowledge quickly and develop their understanding rapidly. | |
| <ul style="list-style-type: none"> • A large majority (86%) of groups of pupils make at least good progress, with some making outstanding progress, nothing is inadequate. | <ul style="list-style-type: none"> • Pupils make rapid progress and learn exceptionally well. | |
| <p><i>Overall all pupils make good progress in relation to their ability / potential and show positive attitudes to their work.</i></p> | <p><i>Overall all pupils make exceptionally good progress and show very positive attitudes to their work.</i></p> | |
| Learners are eager to engage in learning and have good work habits. They: | Learners are eager to engage in learning and have very good work habits that maximise time for learning. | |
| <ul style="list-style-type: none"> • Pupils' attitudes to learning are consistently positive and low-level disruption in lessons is uncommon. | <ul style="list-style-type: none"> • They work intently and are not distracted. • Pupils are enjoying themselves through their learning. • Behaviour for all groups is exemplary and pupils encourage others to conduct themselves well. | |
| <ul style="list-style-type: none"> • Pupils routinely show responsibility in responding to the expectations of staff, including guidance on how they can improve further, set consistent standards for themselves and respond quickly and well to any additional guidance from staff about how to conduct themselves. • Pupils are keen to do well, apply themselves diligently and work at a good pace. | <ul style="list-style-type: none"> • Able learners go beyond the set task or extend the scope of their learning. • Pupils demonstrate excellent concentration and are rarely off task and their attitudes to learning are exemplary. | |
| Learners: | Learners: | |
| <ul style="list-style-type: none"> • Listen to others opinions and express their own views and ideas sensibly. • Pupils seek to produce their best work and are enthusiastic about learning. | <ul style="list-style-type: none"> • Show a mature attitude to collaborative learning listening to others opinions and expressing their own ideas sensibly. | |
| <ul style="list-style-type: none"> • Show initiative and take responsibility for organising the resources they need. | <ul style="list-style-type: none"> • Identify roles and responsibilities within a group situation. | |
| <ul style="list-style-type: none"> • Plan and use their time well including the completion of homework tasks. | <ul style="list-style-type: none"> • Pupils can work creatively in a wide range of learning situations. | |
| <ul style="list-style-type: none"> • Pupils can successfully work in a wide range of learning situations. | <ul style="list-style-type: none"> • Where required complete work unaided. • Pupils have developed resilience when tackling challenging activities. | |
| <p><i>Pupils work well independently and collaboratively.</i></p> | <p><i>Pupils work very well independently and collaboratively.</i></p> | |
| Learners: | Learners: | |
| <ul style="list-style-type: none"> • Are encouraged to reflect on their learning through discussions within the plenary. • Are aware of a range of strategies for completing tasks. | <ul style="list-style-type: none"> • Are routinely encouraged to reflect on their own learning through, for example, clear, focussed and frequent differentiated questions. | |
| <ul style="list-style-type: none"> • Children know their targets and understand how to achieve them. • Know the standard at which they are working and take account of what to do to improve further. | <ul style="list-style-type: none"> • Children know their targets, understand how to achieve them and recognise when they have. • Know "what helped them to learn". • Are aware of how they can help themselves to learn, understand and remember. | |
| <ul style="list-style-type: none"> • Understand that progress and achievement are important. • Pupils know how well they have done and can discuss what they need to do to sustain good progress. | <ul style="list-style-type: none"> • Believe that effort will lead to success. • Pupils understand in detail how to improve their work and are consistently supported in doing so. | |
| <p><i>Pupils are aware of their level and how to improve.</i></p> | <p><i>Pupils have a very good understanding of their current level and what they need to do to improve.</i></p> | |