



Lings Primary School
Learning and teaching policy

Learners feel secure and happy in an environment in which they feel valued. The same applies to staff, parents and everyone else involved in the life of a school. The contribution of all stakeholders to the learning and teaching that goes on in school should never be underestimated.

Aims and ethos

We aim to:

- ensure that our school reflects the **diversity** of our ethnic, social and cultural groups in positive ways and provides equal opportunities for all our school.
- offer a **broad** curriculum to provide our learners with the knowledge, skills, concepts and attitudes necessary for life in a rapidly changing world.
- give all the learners **access** to the curriculum by ensuring that learning tasks are well matched to **individual needs and abilities**.
- share with parents the **high expectations** of our pupils and ensure that each learner reaches his or her **full potential**.
- enable our learners to take increasing **responsibility** for their own learning.
- provide a **supportive** yet **challenging** school environment where children and adults show mutual **respect** and children develop as **confident learners**.
- be committed to on going **staff development** to improve the **quality of learning and teaching** for all.
- keep up to date **with local / national initiatives** and **learning and teaching styles**.
- use a range of **technologies** to allow the learners to develop in a technologically advanced world.
- have a good knowledge of the **local, national and global communities** and to use this knowledge in aspects of learning and teaching.

How our learners learn.

We believe children learn best when:

- they **feel emotionally, socially and intellectually secure**.
- their individual **needs are met**.
- they are **valued**.
- their achievements are **recognised**.
- they are **active participants** in their learning.
- they are learning from and through **direct experience**.
- they are encouraged to become **independent** learners.
- they are encouraged to work **collaboratively**.
- they are encouraged to **solve problems** and ask questions.
- they can be **flexible**.
- their learning environment is **stimulating**.
- they have access to **quality resources and equipment**.
- there is **support** and **interest** from home.
- they recognise their role within the **wider community**.
- they are **healthy** and have had a good night sleep and eat a varied diet.

Criteria for effective teaching.

In order to teach effectively, our teachers will:

- be clear about the **I can statement** for a lesson.
- make sure that the pupils have a **clear knowledge** of the I can statement.
- **match** lessons and learning tasks to our pupils abilities.
- take **calculated risks** and be **innovative** in their approach.
- be **open to change** and new ideas.
- make sure that the learning is **relevant** to the learners in the class.
- **group** pupils appropriately.
- **explain** and **demonstrate** clearly what tasks are to be undertaken.
- provide activities where our learners **work together**.
- ensure that learners have easy access to a variety of **classroom resources**.
- provide enough time for learners to **acquire** and **practice** new skills.
- ensure that all learning takes place through planned opportunities for **extended talk and discussion**.
- provide opportunities for learners to **reflect** on their own learning.
- enable learners to produce **high quality work** of which they are proud.
- create and maintain stimulating and **interactive learning environments**.
- have clear **high expectations** of work and **communicate** these to the learners.
- have a high standard of **lesson organisation**.
- **communicate** clearly with everyone in the classroom.
- provide **challenge** for learners at all levels.
- ensure the learners make **clear progress** throughout the session.
- have a clear knowledge of the **attainment** and **achievement** data for the learners in class in order to pitch the lesson **effectively**.
- ensure that lessons are **fun, enjoyable and exciting!**

Delivering the curriculum

Although it is appreciated that teachers have different classroom styles we do believe that certain aspects of teaching are non negotiable.

Teachers will:

- explain the **I can statement** to the learners.
- explain how the aims of the lesson relate to **previous work**.
- are explicit about what is **expected** of the learners in terms of presentation, detail, pace etc.
- offer **clear explanations**.
- give opportunities for learners to **ask questions** and be involved in a **high level of talk**.
- provide opportunities for **whole class, group and individual teaching**; the approach being determined by the I can statement for the lesson.
- **assess** their own work critically.
- are **flexible** and confident **changing the content** of their plans if it is apparent that the work is incorrectly pitched or not having an impact.
- create opportunities for the learners to **show what they have learnt**.
- plan for **differentiation**.
- **review** work covered on a regular basis (the week, the day, the month after)
- provide opportunities for the learners to develop **confidence** and personal **responsibility**.
- use a **range of resources** including a good use of ICT.
- use **equipment** appropriately.
- are **aware** of learners experiences and **build** on what they know.
- give **clear explanations** for teaching assistants.

- ensure that children receive **direct support from teaching assistants** during lesson time to allow them to reach their **full potential**.
- follow all agreed **curriculum policies and schemes** of work through from Foundation Stage.
- **assess** continually, complete agreed **assessments/observations** and plan accordingly.
- use the **marking code** to allow staff and pupils to complete quality assessments.
- make reference to **class and individual** targets regularly.

Differentiation

All teachers are expected to plan and deliver differentiated learning by:

- **planning** for a **range** of abilities.
- **matching** learning tasks to abilities.
- ensuring that tasks are based on **previous learning**.
- arranging the composition of **groups** to suit the task.
- adjusting and altering the **emphasis** or **level** of difficulty of tasks to ensure progress and success for every pupil.
- providing **reinforcement** activities for some learners and **extension** activities for others.
- providing opportunities for learners to **communicate** findings in different ways.
- being aware of the learners in the class who need to be **extended** and **challenged**.
- being aware of the learners who are on the **special needs** register and what specific needs these learners have.
- being aware of which learners in the class are on the list for **EAL**.
- to be involved in setting up and monitoring IEP's of these particular children.

The learning environment and resources

Teachers ensure that:

- all learners can **see** the teaching wall.
- that left handed children are seated at the left hand side of the table and any **adjustments** are made.
- that learners with **physical needs** are accommodated appropriately eg deaf children sit where they can be close to/see the teacher.
- there is a clear **exit route**.
- learners know the **help systems** in class eg what to do when they have finished their work, how to ask for help.
- there are **class routines** eg where to sit, line up etc.
- that learners **duties/classroom responsibilities** are clear
- learners do not form a long queue when **seeking assistance** from the teacher.
- there is a range of 2D and 3D **displays** representing all curriculum areas over the year and that displays are interactive. There is also a **working wall** for Literacy and Numeracy.
- classroom displays are **changed regularly**.
- there are **labels** indicating areas within the classroom.
- days of the week, months of the year, common word, topic related work, learning prompts are clearly visible as appropriate to the key stage.
- the **termly / half termly** plans and **timetable** are displayed for parents and children to see.
- the main I can statements for the units of work are on the displays.
- all **exercise books** are well maintained.
- resources are looked after, used **efficiently** and replaced after use.

Structure and routines

In order to maximise learning/teaching time staff have agreed on the following –

- **time** is of the utmost importance for the running of an effective school.

- there is a weekly **timetable** showing the balance and coverage of the curriculum. This is shared with the class and parents.
- each lesson is **structured** to include an introduction, a main body and a self assessment session.
- the **support teaching** timetable, as near as possible dovetails with particular lessons to prevent children being taken out of class and missing a lesson eg PE. This prevents the children from forming the opinion that certain curriculum areas are less important than others and also ensures that they have full access to the class curriculum.
- the teaching assistants are carefully timetabled so that the children receive the **maximum support** in all subjects.

Extra Curricular learning and teaching.

We value the importance of learning that takes place outside the hours of the curriculum. We aim to:

- offer a **wide variety** of clubs that target the specific needs of the learners at Lings Primary School.
- **constantly communicate** with parents and the wider community to see what opportunities for learning we can provide outside the school hours.
- work closely with a **variety of providers** within the community to extend the children's learning.
- develop the **skills base** of the adults at Lings Primary school by watching skilled providers teaching sessions.
- **motivate** learners and make them feel that they can succeed in a range of contexts.
- encourage **social skills and co operation**.
- make learners feel **valued** and part of a team.

Further reference.

This policy needs to be seen in conjunction with the other policies and documents below.

- Marking policy.
- Display policy.
- Inclusion policy.
- Behaviour policy.
- Assessment policy.
- Termly and weekly planning.
- Ofsted Framework for inspections.

Appendices

- 1) Lesson structure guidance.
- 2) Prompt sheet for classroom observations.
- 3) Teaching and learning according to Ofsted framework.
- 4) Level descriptors for quality learning and teaching in Numeracy and Literacy.

Some things to think about when structuring a lesson.

✗ What paperwork do we want to provide to the observer? Sometimes it is a detailed lesson plan, with the weekly planning and a breakdown of certain class data. Some teachers also include all the worksheets / activities so that the observer can see the differentiation that is being used.

The Introduction to the lesson.

✗ This should be exciting and really engage them.

✗ The learners should be excited and questioning is key.

✗ The questions need to be addressed to a range of people and need to show a range between open ended and closed.

✗ The use of paired or group discussion is vital as it allows them to fully explore what you are talking about.

✗ Make sure your LSA is used to their full advantage at this point and that they are focussing pupils or reiterating what is being said.

✗ Some classes actually use the LSA's to take a small group and to do the introduction at a different level.

✗ The introduction cannot go on for too long as there is a real issue about how long learners are on the mat.

✗ There needs to be a range of stimulus used in this part of the lesson, pictures, video, text, music etc. These all make the session have so much more of an impact.

✗ Once the basic introduction is finished it is very important to let the learners know a couple of key points. What are they going to do in the main body of the lesson? Where is the teacher focus going to be? Where is the focus of the LSA going to be? How long have the learners got to complete the task? What is expected of them by the end of the lesson?

✗ The intention needs to be referred to throughout and written on the board.

✗ Some teachers send the groups to their tables group by group as it makes the start to the session more focussed.

✗ Look at success criteria and how the learners will know they have succeeded.

✗ There is no set time limit but if it goes over 20 minutes without a lot of interaction between learners then impact needs to be assessed.

The main body.

✗ The resources / activities need to be organised and available.

✗ The learners need to know what they have to complete by the end of the session and the intention they are trying to achieve.

✗ Make sure there is a range of learning styles, paired work, group work and individual work.

✗ Make sure there is an element of challenge in every activity and that there is an extension activity ready if they need to go that bit further.

✗ Use enjoyable, exciting activities that show good planning and awareness of how different learners learn.

✗ Make sure that you try and work with at least two focussed groups within the 20 / 30 minutes.

✗ Make sure there is a high standard of discipline throughout but that the learners have got the chance to talk / discuss and experiment.

✗ Remind them of how much time they have left and what needs to be completed.

✗ Show some form of assessment during this part of the session. It may be marking an activity with a group and making quick notes. It may be writing down an observation of a learner.

✗ Make sure that you can scan the class at all times so where you sit is very important.

✗ The time needs to be long enough for them to be able to put their skills in to practice.

Reflection

✗ This is a reflection session and should usually go along the lines of what really worked well and what can we develop further. It is also a chance to discuss what will be happening tomorrow.

✗ There are so many ways to organise this. One group could feedback for five minutes and then you could lead the next five minutes. One group could lead all 10 minutes. You could lead the whole plenary and spend the first five discussing some of the difficulties and five minutes extending them.

✗ The key is that they reflect on the session and look at if they have achieved the intention given in the beginning.

✎ This reflection session can be in the middle of your lesson or at the end. The effectiveness of reflection is that it allows the learners to assess how well they are doing and how they can improve.

Prompt sheet

The purpose of this list is to give an insight into what an observer will be looking for. It is simply meant to be a useful prompt to read through on the day of an observation so you can show yourself off to your best!

Observation form

Lings Primary School

Class:

Teacher:

Date:

Those observing:

<p>Teaching Knowledge and understanding of the subject Expectations Planning Discipline Resources Use of time Assessment Homework</p>	<ul style="list-style-type: none"> • Know your learning intentions and communicate them clearly to the learners at the start. Be explicit and have them written down. • Have your weekly and termly planning out – it saves questions and can answer any questions the observer may have without bothering you. Tell the observer where they can be found. • Have high expectations regarding work produced and again be explicit. The learners will know but again you are making your standards clear to the person observing. Refer to your systems and routines. • Timing – Show you are always aware of time. Make it clear how long learners have for an activity, how long it will be before you get to next group, how long left before plenary etc. • Wherever you are in the room make sure you can scan whole room at all times. • It doesn't happen often but address any unacceptable behaviour – don't ignore it or hope it will go away. • Have your assessment folder out and try to spend at least a couple of minutes showing you are using it. • If you can refer to homework and IT even if you are not setting it that day (icing on cake although ICT should be used in 80% of all lessons) • Make sure your resources are organised and are on hand. • Make sure the lesson is clearly differentiated, be it by adult support, different activities etc. • There needs to be a clear introduction, main body and reflection time. This does not just refer to Literacy and Numeracy sessions. • Be enthusiastic, enjoy the lesson and show you have a good rapport with the learners. • Use good questioning techniques to get appropriate answers, try and stay clear of too many closed questions.
<p>Response Pupils listening, interest in and involvement in the lesson. Do they offer their own views/ideas?</p>	<ul style="list-style-type: none"> • Make sure learners are motivated to respond – tell them the observation is happening and that you and they need to make this lesson extra special. • Ask plenty of open questions that allow learners to give views and opinions not just one word answers. • Be energetic. • Be aware of drawing in all learners. • Allow learners to talk, interact and collaborate.
<p>Attainment In relation to NC levels</p>	<ul style="list-style-type: none"> • Ensure activities are well differentiated, in relation to the subject as well as just literacy. • Have a look at NC levels in the subject you are being observed in just to

<p>where are the AA, A and BA pupils? What majority are above, in line or below expected level?</p>	<p>refresh your memory.</p> <ul style="list-style-type: none"> • Be aware that books are a big source of evidence here and should show different abilities being addressed.
<p>Progress In the lesson and over time are the children on task? Is the work set challenging? How do they tackle problems?</p>	<ul style="list-style-type: none"> • Take (a few!) risks and allow the learners to tackle problems. • Open questions. • Know the activities well so that pitfalls are anticipated and you know what might impede the progress of the learners. • Plan in time to walk around and be ready to extend with questions etc. • Challenge the thinking of the learners. • Make sure the learners make progress within the time. To do this you need to know where they are starting from and where they need to get to. • How do they know what progress they need to make?
<p>Books Amount of work Marking Presentation</p>	<ul style="list-style-type: none"> • Marking must be up to date and comments constructive and relating to the intention of the activity completed. • Absences should be noted. • Group reading and activities that don't involve recording should be noted. • Presentation should follow policy. • Don't be afraid to mark with the learners.
<p>Displays Range Age of Balance of teacher/pupil Learning objectives</p>	<ul style="list-style-type: none"> • Hugely important to have a balance of teacher/pupil display (more pupil is preferable) • Have clearly labelled areas. • Learner friendly targets. • Room should be tidy and organisation clear. • 3D interactive displays and working walls. • Range of type written and hand written work (we all tend to go for type written these days). • Make sure all relevant curriculum areas are represented.
<p>Use of support/other</p>	<ul style="list-style-type: none"> • Make sure LSA's are being used at all times. • Tell them the observation is happening beforehand if possible and that it includes them. • Pass on bits of feedback afterwards. • Make sure they are deployed to maximise learning.
<p>Suggested focus</p>	<ul style="list-style-type: none"> • Don't be afraid of having something in this box! • Come into the feedback session having thought what might be in this bit – you probably will be right.

Teaching and learning according to the OFSTED framework.

Everyone has been saying that the framework is a lot stricter when it comes to teaching and learning and that lessons that used to be good would now get satisfactory. No one however has answered the questions why? When looking closely at the descriptions of teaching and learning in the framework there is a very important line in the middle that differentiates teaching from being satisfactory to unsatisfactory. This line reads:

TEACHING AND/OR LEARNING CANNOT BE SATISFACTORY IF ANY OF THE FOLLOWING CHARACTERISTICS ARE EVIDENT.

- ⊗ A significant proportion of pupils make limited progress and underachieve.
- ⊗ Teaching is dull and fails to capture pupil's interest and enthusiasm.
- ⊗ Activities are mundane.
- ⊗ Due to limited tuning to individuals needs some children find it hard to cope.
- ⊗ Greater effort is exerted on managing behaviour than learning.
- ⊗ Teaching assistants provide an extra pair of hands but are not used to effectively support learning.
- ⊗ Staff have an incomplete understanding of areas or subjects resulting in patchy coverage.
- ⊗ The teacher's sights are too low and they accept pupil's efforts too readily.
- ⊗ There is slow progress in learning key skills.
- ⊗ In the case of younger children there is insufficient opportunity for play, or it is repetitive, lacks purpose and does not sustain interest because staff do not contribute to its development.

If any of the above are observed to be happening in your lesson or there is evidence that it does happen (books etc) then the lesson cannot be given a satisfactory. This is totally different to the old framework where the inspector was not given such specific guidance when observing a lesson.

What we therefore have to do is to look at what makes a good lesson, not a satisfactory lesson, as I believe the majority of the lessons we teach are good or above. I have prepared a tick list of what a lesson needs to have to be considered good. I would advise you to look at this list and tick the points as you plan your lessons for that week, you will then be able to determine if you have given enough evidence within the lesson for it to be graded as good.

The attributes that OFSTED consider to be evident in a good lesson.

What you need to show in your lesson.	Tick if you think it is evident.
☺ Learners make progress throughout the lesson and achieve something by the end.	
☺ Teaching methods are imaginative and the learners are interested in what is going on.	
☺ Individual needs are well catered for. Clear differentiation through support, activity or expectation.	
☺ Teaching assistants make a significant contribution and know exactly what they are doing.	
☺ Adults relate well to learners and expect them to work hard.	
☺ The level of challenge is realistic.	
☺ The learners are productive throughout the lesson	
☺ Teachers understand the next step learners need to make in their learning.	
☺ There is a range of activities evident.	
☺ In the foundation stage child initiated experiences and direct teaching are balanced well.	
☺ Staff help children to feel secure, gain confidence and communicate with others.	
☺ Adults are skilled in helping learners extend their play.	
☺ Adults help learners to develop their ideas and perseverance.	
☺ Adults extend the learners talking and thinking.	
☺ Time is used productively and there is a real pace to the lesson.	
☺ There is evidence of whole class, independent and collaborative work.	

If your lesson manages to tick every one of the boxes above then it will be graded as good. This will be the checklist that OFSTED inspectors will have in their mind as it is taken directly from the framework.

Annex C. Features of satisfactory and good mathematics teaching

The next table relates to mathematics teaching in primary schools. They compare characteristics of good teaching with those of satisfactory teaching. Each list does not define what constitutes good or satisfactory teaching, but shows the difference between good and satisfactory features. Teaching that encompasses most of the good features may well be outstanding. Similarly, the cumulative effect of many weaker features can slow pupils' progress.

	Features of good mathematics teaching (primary)	Features of satisfactory mathematics teaching (primary)
1	Lesson objectives involve understanding and make what is to be learned in the lesson very clear.	Lesson objectives are procedural, such as descriptions of work to be completed, or are general, such as broad topic areas.
2	Teaching features a successful focus on each pupil's learning. Pupils are clear about what they are expected to learn in the lesson and how to show evidence of this.	Teaching features a successful focus on teaching the content of the lesson. Pupils complete correct work and are aware of the lesson objectives but may not understand what they mean or what they need to do to meet them.
3	The lesson forms a clear part of a developmental sequence and pupils recognise links with earlier work, different parts of mathematics or contexts for its use.	The lesson stands alone adequately but links are superficial; for example, links are made with the previous lesson but not in a way that all the pupils understand.
4	Teachers introduce new terms and symbols meaningfully and expect and encourage correct use.	Teachers introduce new terms and symbols accurately and demonstrate correct spelling.
5	<u>Whole class teaching/questioning:</u> Pupils spend enough time listening to teachers' exposition and working to develop their understanding, and teachers move them on when appropriate. Teachers and support staff ensure all pupils participate actively in whole-class activity, such as through using mini whiteboards or partner discussions. When offering answers or accounts, the teacher expects pupils to give explanations of their reasoning as well as their methods. Pupils are challenged if their explanations do not reflect their ability.	<u>Whole class teaching/questioning:</u> Teachers give effective exposition but pupils' understanding is limited due to time constraints or not extended due to limitations with the task. Questioning and whole-class activities are pitched appropriately but do not involve all pupils' actively; for example, few hands up, questions directed to few pupils, mini whiteboards held up whenever pupils are ready so not all give answers or some copy from others. Questioning is clear and accurate but does not require explanation or reasoning; pupils describe the steps in their method accurately but do not explain why it works.
6	<u>Group/individual work:</u> Teachers monitor all pupils' understanding throughout the lesson. They recognise quickly when pupils already understand the work or what their misconception might be. They extend thinking through building on pupils' contributions, questions and misconceptions to aid learning, flexibly adapting to meet needs and confidently	<u>Group/individual work:</u> Competent questioning but the teacher may miss opportunities to respond to needs; for example, does not build on errors or sticks too closely to plans. Pupils generally complete work correctly but may have made errors or already understand the work so tasks do not fully stretch the high attainers or support the low

	<p>departing from plans.</p> <p>The work challenges all pupils as it is informed by teachers' knowledge of pupils' learning; for example, through encouraging pupils capable of doing so to improve their explanations or use more efficient methods.</p> <p>Work requires thinking and reasoning and enables pupils to fully understand objectives. Pupils can explain why a method works and solve again a problem they have solved a few weeks earlier.</p> <p>Non-routine problems, open-ended tasks and investigations are used often by all pupils to develop the broader mathematical skills of problem solving, reasoning and generalising.</p>	<p>attainers.</p> <p>Methods are clearly conveyed by teachers and used accurately by pupils; pupils focus on obtaining correct answers rather than enhancing understanding and questions may not be carefully selected. Skills may be short-lived so pupils cannot answer questions which they have completed correctly a few weeks earlier.</p> <p>Typical lessons consist of routine exercises that develop skills and techniques adequately but pupils have few opportunities to develop reasoning, problem solving and investigatory skills, or only the higher attainers are given such opportunities.</p>
7	<p>Pupils develop independence and confidence by recognising when their solutions are correct and persevering to overcome difficulties because they expect to be able to solve problems; the teacher's interventions support them in estimating and checking for themselves.</p>	<p>Support generally offered to pupils does not develop independence in solving complete problems; for example, answers are given too readily or the problem is broken down so much that pupils do not know why the sequence of steps was chosen. Pupils may ask for help at each step and are given directed steps to take rather than interventions that encourage thinking and confidence that they can succeed.</p>
8	<p>Teaching assistants know the pupils well, are well briefed on the concepts and expected misconceptions, and provide support throughout the lesson that enhances thinking and independence.</p>	<p>Teaching assistants facilitate access of all pupils, though may be less active in whole-class work.</p>
9	<p>Teachers (and pupils) have a good grasp of what has been learnt judged against criteria that they understand; this is shown through pupil discussion, reflection, oral or written summaries, and ascertained by the teacher's monitoring throughout the lesson.</p>	<p>Teachers (and pupils) make some accurate assessment of learning; for example, the teacher correctly reflects in a plenary what many pupils have achieved, pupils make an impressionistic assessment of their learning, such as using traffic lights or against a generic lesson objective.</p>
10	<p>Teachers' marking identifies errors and underlying misconceptions and helps pupils to overcome difficulties. For example, by setting clear targets, which pupils take responsibility for following up and seek to understand where they have gone wrong.</p>	<p>Accurate marking by the teacher identifies errors and provides pupils with feedback; important work has been marked by pupils or teacher.</p>
11	<p>Good use of subject knowledge to capitalise on opportunities to extend understanding, such as through links to other subjects, more complex situations or previously learned mathematics.</p>	<p>Any small slips or vagueness in use of subject knowledge do not prevent pupils from making progress.</p>
12	<p>Pupils exude enjoyment and involvement in the lesson. Pupils are confident enough to offer right and wrong comments. Pupils naturally listen to and respond to each other's comments, showing engagement with them.</p>	<p>Pupils enjoy making progress in an ordered environment. Some pupils offer responses to whole-class questions. Pupils listen to the teacher's and pupils' contributions and respond to them when asked to.</p>

Evaluating the quality of teaching and learning:

Inadequate	Satisfactory	Good	Outstanding
How well does teaching meet the needs of the full range of learners?			
How well pupils make progress and acquire new knowledge, skills, ideas and understanding.			
Pupils make little progress in the lesson (and/or over time).	Pupils achieve the learning objectives for the lesson (and make satisfactory progress over time).	Pupils make better than expected (average) progress in the lesson (and over time).	Pupils make well above average progress both in lessons and over time.
How well pupils show engagement, application and concentration in their work.			
Motivation, concentration and commitment of pupils to tasks is low and they make little effort to apply themselves to their work.	Pupils are motivated and committed, although this may be slightly inconsistent, but overall they apply themselves sensibly to their work.	Pupils are well motivated, concentrate and apply themselves well to their work.	Pupils are consistently very well motivated and committed to their work applying intellectual and other skills to their work.
Pupils' pace of working and level of productiveness.			
Pupils work slowly; tasks are partially completed and work is of poor quality.	Pupils work at a reasonable pace, completing tasks to an appropriate standard in relation to learning objectives.	The pace of work is good and pupils produce good quality work which fully meets the requirements of the task.	Pupils work consistently at a very good pace throughout the lesson, achieving high quality outcomes.
How well pupils work independently and collaboratively			
Pupils show little interest in lessons and are reluctant to use their initiative or to work independently and/or collaboratively in groups.	Pupils are able to work independently and to collaborate well with others to undertake and complete tasks.	Pupils show enthusiasm for the tasks they are set, working on their own or collaboratively as appropriate.	Pupils are effective independent learners who take appropriate initiatives; they collaborate effectively with others, taking the lead as appropriate; work is of high quality.
Progress of different groups of pupils (ability, gender, ethnic, EAL)			
One or more groups of pupils show low commitment to tasks and make unsatisfactory progress.	All groups of pupils are motivated and committed to their tasks and make at least satisfactory progress.	All groups of pupils have positive attitudes, are actively involved and make good progress.	All groups are very well motivated and make very good progress, with work showing originality and attention to detail.
Teachers' knowledge and command of areas of learning, subjects and courses.			
Teachers' understanding of subject or courses may be incomplete, resulting in pupils making inadequate progress.	Teachers' secure understanding of the curriculum and of key skills and used well to enable pupils to make at least satisfactory progress.	Teachers' good subject knowledge, which draws on a wide range of relevant examples, is used to stimulate pupils and enable them to progress well in their work.	Teachers have an expert knowledge of the curriculum, how to teach it and how pupils learn; they use their expertise very well to enable pupils to understand what and how to learn.
Teaching interests, encourages and engages pupils			
Teaching is dull and fails to capture pupils' interest and enthusiasm. Group work is unproductive.	Teachers make work interesting and it fills time appropriately. Pupils work well, co-operatively or independently.	Teaching is imaginative, and a wide range of activities is planned. There is good pace to the lesson.	Teaching is stimulating and enthusiastic. Independent and collaborative work is very productive.
Effective use of time, expectation and insistence on high standards of behaviour			
Greater effort is	Time is well used, with a	Time is very well used,	There are excellent

<p>exerted on managing behaviour than learning. Time is not well used to ensure that all pupils make at least satisfactory progress.</p>	<p>focus on learning. Relationships are largely constructive and there is sensitivity to the needs of individuals and groups.</p>	<p>with a focus on ensuring that all pupils learn effectively. Teachers and other adults relate well to pupils.</p>	<p>relationships in the class. Time is used very productively.</p>
<p>Effective use of homework to reinforce and extend what is learnt in school</p>			
<p>Homework is rarely set or marked and is often a routine task that does not extend the work from lessons.</p>	<p>Homework extends class learning well. Pupils are given scope to make choices and apply their own ideas.</p>	<p>Homework is challenging and extended assignments effectively extend what is learned in lessons.</p>	<p>Homework is planned carefully to interest pupils, and develop their skills of independent learning and their subject understanding.</p>

Inadequate	Satisfactory	Good	Outstanding
<i>The diagnosis of, and provision for, individual learning needs</i>			
The extent to which teachers challenge pupils, using methods and resources that enable all pupils to learn effectively.			
Teachers' sights are set too low and they accept pupils' efforts too readily. The methods used do not sufficiently engage and challenge the learners. There is little tuning of activities to individual needs and activities might be mundane. Little independent learning takes place and learners are too passive.	Tasks have sufficient challenge to keep pupils of different abilities working well. Teachers seek to involve pupils productively in lessons. Provision for pupils who respond poorly to school or have difficulties in learning is secure.	Teachers have high, but realistic, expectations of pupils. Individual needs are well catered for. They understand the next steps needed in pupils' learning and provide a wide range of activities. Those with additional learning needs have work well matched to their needs based upon a good diagnosis of them.	Teaching is consistently challenging, with high pupil achievement. Teaching methods are well selected. Activities and demands are matched sensitively to differing pupils' needs.
Planning and preparation			
Planning might not identify (and pupils might not know) what they are intended to learn.	Lesson planning identifies, in general terms, what pupils are intended to learn, although objectives may lack precision. Pupils have some understanding of what they are intended to learn.	Lesson preparation and planning are thorough but might not be fully differentiated. Lesson plans identify measurable learning objectives, which are shared with, and understood by, pupils.	Lesson preparation, including planning, is very thorough and well differentiated. Lesson plans identify precise, measurable objectives, which are shared with and understood by pupils.
Make effective use of teaching assistants and other support			
Support staff provide an extra pair of hands but may be a barrier to independent learning. They are not helped enough to know how to support learners or involved in planning learning activities.	Support staff are adequately managed and soundly contribute to pupils' learning.	Teaching assistants and other classroom helpers are well deployed and make a significant contribution.	Well-directed teaching assistants and paired or joint teaching reinforce and strongly support teaching.
<i>The suitability and rigour of assessment in planning learning and monitoring pupils' progress</i>			
Use of assessment to improve planning, target setting and learning			
Insufficient use is made of assessment in planning pupils' work. Targets set for most pupils are too low, too high or too general. Assessment is not frequent or accurate enough to monitor learners' progress.	Teachers know pupils' recent progress and base their plans on this information. They use assessment information to set targets.	In class questions are well targeted so that progress is checked. Learners are guided to assess their work themselves. Assessment information is used well to set challenging targets. Based upon thorough and accurate assessment that informs learners how to improve, work is closely tailored to the full range of learners' needs, so that all can succeed.	Progress checks are carefully designed and used to reshape teaching. Pupils are regularly and effectively involved in self-assessment. Assessment information is used very effectively to set challenging targets.
Teachers' marking, feedback and recording leading to pupils' understanding of how well they are doing and how they can improve			
Marking a feedback do little to help pupils to improve. Pupils are given little idea of how well they are doing.	Work is marked regularly. Teachers let pupils know how well they are doing and pupils are aware of the overall quality of what	Marking and feedback is diagnostic and helps pupils to improve their work. Pupils are regularly involved in	Pupils' work is assessed thoroughly. Pupils receive well focused critiques of their work helping

Recording may be unsystematic and not related to progress.

they have done and how to improve.

helping to assess their own work. Marking gives teachers a clear understanding of pupils' skills and understanding.

them to see how to improve. Pupils are helped to judge.

Date presented to the governors: _____

Date ratified by the Governors: _____

Digital Signature: _____