**EVALUATING THE QUALITY OF LEARNING**

**Name of Teacher Date Lesson (e.g. Period 5)**

**Name of Observer Subject & Topic Year Group & Class**

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|  | | **Not meeting standard** | **Meeting with support** | **Meeting the standard** | **Exceeding the standard** |
| **1. Lesson has clear phases**  **Connect – Activate – Demonstrate - Consolidate** | 1.1 | The start of the lesson is inadequate.  There is no review of prior learning. | There is a purposeful and clear start to the lesson. There is an adequate review of prior learning. | Activities provide a clear and purposeful start to the lesson and include a review of prior learning. | All pupils are engaged in an activity as they enter the room e.g. a question or challenge to think about. Further activities involve all pupils in a review of prior learning. |
| 1.2 | Learning objectives & Success Criteria are not evident or are not appropriate. | Learning objectives & Success Criteria are related to the lesson and conveyed to the pupils. | Learning objectives & Success Criteria are specific, measurable and shared with the pupils. | The pupils are involved in developing their own Learning objectives & Success Criteria. |
| 1.3 | The lesson is not put in context. | Some effort is made to put the lesson in to context. | Pupils are clear about how the lesson fits into the course, other subjects and other situations. | All pupils are involved in activities which allow relevance and meaning to be made of the anticipated learning. |
| 1.4 | The activities do not support the learning outcomes. They are not linked together. | The activities are planned to support the learning outcomes and are linked together. | The activities are timed and clearly extend the pupils’ learning. Each activity follows on from the last one. | The lesson is a Learning Journey from start to finish where each aspect builds on prior learning and contributes to achieving the learning outcomes. |
| 1.5 | A review of the learning does not take place. The lesson fades away towards the last few minutes. | A review adequately assesses whether the learning outcomes have been met. Some pupils contribute to this discussion. | A review, involving all pupils, effectively evaluates the lesson and sets the scene for future learning**.** | Constant reviewing throughout the lesson engages all pupils in evaluating the impact of the learning and sets the scene for what’s to come next. |
| 1.6 | Pupils have made little or no progress by the end of the lesson. | Most pupils have made some progress by the end of the lesson. | All pupils have made progress at a level appropriate to their needs. | The quality of the learning experience allows some pupils to make exceptional progress. |
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| **2. Pupils are motivated and**  **engaged in learning** | 2.1 | The learners are excessively passive and dependent on the teacher. | Pupils are encouraged to act independently of the teacher during some parts of the lesson. | Pupils learn independently throughout the lesson. They are required to think, discuss with others and use their own ideas to plan, make decisions and problem solve. | Pupils are motivated and empowered to learn independently. They take control of their own learning and are engaged in challenging, stimulating activities which are facilitated by the teacher. |
| 2.2 | Pupils work on their own throughout the lesson or are off task during group activities. | Most pupils work together in a productive way. | Pupils show good respect for their peers and learn together effectively. Group work is well structured. | Collaborative activities are well developed and structured. This extends learning significantly. |
| 2.3 | Pupils are not engaged in the learning.  The pace of the lesson is too slow. | The pace of the lesson is adequate. Most pupils are engaged during some parts of the lesson. | Pupils are actively engaged at an appropriate pace. They clearly enjoy the lesson. | All pupils are actively involved in a range of activities which allow them to deepen their knowledge and understanding. |
| 2.4 | Questioning techniques are poor and only involve a few pupils. Closed questions are mainly used. | Questioning techniques are used to aid understanding. A mixture of open and closed questions is used. | Questioning techniques engage most pupils in developing their understanding. | Questioning techniques engage all pupils to make meaning of the learning and probe for fuller understanding. |
| 2.5 | Behaviour is often inappropriate and is not adequately managed. | Most inappropriate behaviour is managed adequately. | Most learners behave well as a result of their level of engagement. Inappropriate behaviour does not disrupt the learning. | Learners behave in an exemplary way as a result of their level of motivation and engagement. |

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|  | | **Not meeting standard** | **Meeting standard with support** | | **Meeting the standard** | | **Exceeding the standard** | |
| 1. **Lessons provide**   **challenge and support** | 3.1 | Inadequate use is made of other adults in the classroom. | Other adults support the learning but do not challenge the pupils to take ownership of their own learning. | | Support staff are provided with a framework for supporting and challenging individuals and groups of pupils. | | Support staff are directed well so that the specific learning needs of individuals or groups of pupils are met. | |
| 3.2 | The level of challenge is wrongly pitched and does not address learners’ needs. | Activities are matched to the different capabilities of the learners, allowing them to progress. | | Activities are closely tailored to the capabilities of all of the learners so that they can all succeed and make progress. | | All learners are challenged and supported with appropriate activities which allow them to make excellent progress. | |
| 3.3 | One approach to learning dominates, which Is usually listening followed by textbook or worksheet based tasks. | Activities show an awareness that people learn in different ways. | | A range of activities are deployed to meet learners’ needs. An awareness of multi sensory and multi intelligent activities are evident. | | A wide range of strategies and thinking activities are deployed which allow all learners’ to deepen their knowledge, skills and understanding. | |
| 3.4 | The teacher has limited knowledge and skills to direct or control the learning. | The teacher is able to direct and control the learning. | | Teaching which is well informed, confident and precise, encouraging independent learning. | | The teacher’s skills allow them to act as a confident facilitator of learning and enable them to develop self directed, creative learners. | |
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| **4. Sharing how to get better** | 4.1 | Success criteria for each task, linked to skills based ‘pupil-speak’ Level/Grade descriptors, are not communicated to the pupils. | | Success criteria for most tasks, linked to skills based ‘pupil-speak’ Level/Grade descriptors, are communicated to the pupils. | | Success criteria for each task, linked to skills based ‘pupil-speak’ Level/Grade descriptors, are explicitly shared with the pupils. | | Success criteria for each task, linked to skills based ‘pupil-speak’ Level/Grade descriptors are discussed with the pupils in the context of their own learning. |
| 4.2 | Teacher awareness of current progress and prior attainment is lacking. | | Teacher awareness of current progress and prior attainment is evident. | | The teacher uses current progress and prior attainment to plan and drive the lesson. | | The teacher discusses current progress and prior attainment with individual pupils to extend their learning. |
| 4.3 | Neither pupils nor teacher have any awareness of their end of Key Stage Summative target grade/level and/or progress towards it. The formative comments on are not used effectively. | | Most pupils and the teacher have some awareness of their end of Key Stage Summative target grade/level and progress towards it. Some use is made of formative comments. | | Most pupils and the teacher are clear about their end of Key Stage Summative target grade/level and progress towards it. The formative comments/targets are reflected upon regularly. | | End of Key Stage Summative target grades/levels and progress towards them are discussed regularly. Pupils act on the formative comments/targets and the motivational effect is evident. |
| 4.4 | Opportunities to engage pupils in self or peer assessment are missed. | | Pupils are encouraged to assess the quality of their own and others work. | | Frequent opportunities are provided for pupils to assess the success of their own and others learning. | | All pupils are involved in assessing the success of their own and others learning throughout the lesson and setting targets within the context of their own learning. |
| 4.5 | Verbal/written feedback is not given or is unhelpful. | | Verbal/written feedback is helpful. Some praise is given to pupils. | | Verbal /written feedback is helpful and suggests ways to improve. Relevant praise is a key feature during the lesson. | | Verbal/written feedback is personalised and suggests ways to improve. Positive feedback is frequent, appropriate and specific contributing to the learners’ progress. |
| 4.6 | The teacher is unable to highlightan area that requires improvement and guidance is needed to improve the impact of learning. | | The teacher can highlight an area that requires attention and can agree an alternative strategy which will improve the impact of learning. | | The teacher can highlight most of the areas that require attention and suggest alternative strategies which will improve the impact of learning. | | The teacher can highlight all of the areas that require attention and suggest alternative strategies which will improve the impact of learning. |