**Lesson Observation: Learning & teaching – TO BE USED AS A CRIB SHEET – NOT TO MAKE A LESSON JUDGEMENT!!!**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| **Learners** **and learning** | Almost all learners and groups of learners make sustained progress and learn ‘exceptionally well’, that leads to outstanding achievement. | The large majority of learners and groups of pupils disadvantaged learners and most able make better than expected progress in lessons and over time. | The large majority of learners and groups of make ‘expected’ progress.  | Progress is inadequate. Significant numbers of learners, or groups of learners currently in the department are making very little progress. |
| **Planning**  | Differentiation is explicit in all lessons. Planning clearly evidences appropriate challenge for all students. Learning tasks are challenging; match learners needs ‘accurately’, including setting appropriate homework. | ‘Well-developed’ subject knowledge.Planning is ‘effective’.Tasks are challenging; match most pupils’ needs; enthuse and motivate. Effective strategies are used, including setting appropriate homework | Individual needs are ‘usually’ met. Evidence of planning | Learning activities are not sufficiently well matched to learner needs. Little evidence of planning |
| **Teaching** | Teachers are very knowledgeable, highly enthusiastic and effective in deepening pupils’ knowledge & understanding. Teachers have consistently high expectations of all pupils.Majority of the session is student centred – excellent opportunity to assess learning  | Expertise motivates and encourages pupils. Teachers’ knowledge ‘enables learning to be fully developed’.Teachers have high expectations of all pupils.Majority of the session is student centred – good opportunity to assess learning | There are no endemic inadequacies in particular subjects or learner groups.Most of the session is student centred – some opportunity | Expectations are inappropriate. Teaching fails to promote learning or the progress of sizeable groups Most of the session is teacher centred – little opportunity to assess learning |
| **Literacy and mathematical knowledge** | ‘Every opportunity’ is taken to develop skills such as reading, literacy and mathematical skills. Learners develop and apply a wide range of skills ‘to great effect’. | Literacy and mathematical knowledge is taught effectively throughout the department. Learners develop and apply a wide range of literacy skills well. | Staff understand how the lessons will improve literacy and mathematical skills and learners consequently make requires improvements.  | Learners generally, or a significant minority of learners, do not make adequate progress in their literacy and mathematical skills.  |
| **Assessment** | Teachers check learners’ understanding systematically in the very large majority of lessons. Marking is constructive, accurate and of high quality. Learners understand how to improve their work – very clear feedforward | Assessment is consistently accurate. Teachers listen, observe and question skilfully. Oral and written feedback is detailed and accurate. Learners know how well they have done and how to improve – clear feedforward | Pupils’ work is actively monitored. Learning is assessed carefully, but not always rigorously enough. General misconceptions are picked up. Marking and dialogue is usually timely and encouraging – some feedforward  | Little evidence of continual and sustained assessment. Marking is variable and development comments are rarely used – little or no feedforward |