

Teaching and Learning Policy



Believe, Succeed, Together

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1.0 Introduction

The most important role of teaching is to promote learning and to raise pupils' achievement. It is also key in promoting both their personal, spiritual, moral, social, and cultural development. Teaching should be understood to include teachers' planning and implementing of learning activities across the whole curriculum, as well as marking, assessment, and feedback. It comprises activities inside and outside the classroom.

It is important that this policy is seen in conjunction with both the minimum expectations stated within the Teachers' Standards (Appendix 1) and the Trust's Performance Management Policy.

1.1 Principles within Teaching and Learning

- Every pupil is entitled to enjoy learning.
- All staff are responsible to deliver lessons where both the teaching and learning are of the highest quality and the learning needs of **all** pupils are met.
- Continued professional development (CPD) is essential to enable all colleagues to continually develop and improve the quality of their teaching.
- There is no explicit requirement for teaching staff to teach in any specific way although we have developed a 'core teaching methodology' (section 1.11).
- We aim to develop the whole child and enable our pupils to become lifelong learners who are prepared to succeed and enjoy and contribute to life in modern Britain.

Research and inspection evidence (Ofsted) suggest that the most important factors in how, and how effectively, the curriculum is taught and assessed include the following:

- Teachers have expert knowledge of the subjects that they teach.
- Teachers enable pupils to understand key knowledge and skills, present information clearly and encourage appropriate discussion.
- Teachers check pupils' understanding effectively and identify and correct misunderstandings.
- Teachers ensure that pupils embed key knowledge and skills in their long-term memory and apply them fluently.
- The subject curriculum is organised, sequenced and delivered in a way that allows pupils to transfer key knowledge to long-term memory.
- Teachers use assessment to check pupils' understanding to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding

1.1.1 Core Teaching Methodology

We, of course, recognise that there are a variety of teaching styles. Within these approaches the Academy promotes a core teaching methodology. The key elements to this methodology are:

- High expectations for all pupils.
- Explicit understanding of the demands of the curricula and assessment reflected in bespoke teaching resources.
- An instructional approach to teaching i.e. predominantly teacher led with a focus on the acquisition and application of knowledge (first) and skills (second) and continual practice and consolidation.
- Explicit understating of adaptive teaching (section 1.1.2).

- Detailed knowledge of pupils’ strengths and areas of development, particularly in the context of assessment.
- Precise questioning that clarifies, reinforces, and challenges all pupils.
- Regular and incisive feedback that optimises learning and progress.
- Enthusiasm and pace interspersed with appropriate humour and underpinned by the development of a highly effective teacher-pupil relationship.

1.1.2 Adaptive Teaching

The origins of ‘adaptive teaching’ are derived from Part 1, Standard 5 of the [Teachers' Standards \(2011\)](#) – ‘*adapt teaching to respond to the strengths and needs of **all** pupils*’.

Although Standard 5 outlined the principles of adaptive teaching, it was largely considered (wrongly) synonymous with ‘differentiation’. The publication of the [Early Career Framework](#) in 2019, sought to clearly define adaptive teaching and also distinguish it from differentiation

	Adaptive Teaching	Differentiation
Planning	Plans for all pupils to access the main tasks or activities linked to the learning aims/intentions.	Plans different (usually lower demand) tasks or activities for different groups of pupils e.g. SEND or lower end (20%)
Expectations	Maintains high expectations for all pupils regardless of ability or need.	Lowers expectations for certain groups of pupils e.g. SEND or lower end (20%)
Lesson Tasks	Provides the opportunity for all pupils to access the main tasks or activities by adapting the level of support and skilful selection and use of resources.	Changes the task (usually lower demand) to suit the needs of certain groups of pupils e.g. SEND or lower end (20%).

Adaptive teaching techniques involve the following:

- **Clear Lesson Aims/Intentions** – provide clear aims regarding what **all** pupils are expected to achieve.
- **Tasks** – begin with low stakes knowledge retrieval exercises and then provide the same central task to **all** pupils.
- **Scaffolding** – provide certain pupils with temporary support that is gradually removed as pupils become increasingly independent e.g. reframed questions; vocabulary lists; memory strategies; ‘practise and repeat’; and ‘think, pair, share’.
- **Focused Support** – intervene *within* lessons using well-designed/adapted resources and deploy LSAs and/or Tutors skilfully to maximise learning.
- **Assessment for Learning and Formative Assessment** – use assessment to identify individual needs which can then inform future lesson planning and teaching.

1.2 The CREATE curriculum

The principles of teaching and learning are set within the framework of the CREATE curriculum (introduced Sept 2022).

The CREATE curriculum focuses on the following key elements –

Challenge, Regulate, Enhance, Assess, Target, Enrich.

CREATE Element	Description
Challenge	Stretch and extend learning to foster a deeper understanding beyond the content of the National Curriculum and GCSE specifications.
Regulate	Plan, monitor and evaluate specific aspects of learning to foster greater responsibility and independence – DRAFT.
Enhance	Consolidate and develop transferable literacy and numeracy skills.
Adapt and Assess	Adapt teaching to take account of different pupils' needs and provide an opportunity for all pupils to achieve Undertake regular in-class assessment to monitor strengths and highlight specific areas of improvement.
Target	Consolidate identified strengths and develop and overcome areas of improvement.
Enrich	Enhance physical and emotional wellbeing; develop social, spiritual, moral, and cultural capital; and provide opportunities and experiences to successfully transition to the next stage from secondary education.

1.3 Learning Environment

The Academy places great value in creating positive learning environments where all pupils flourish and progress. An environment that is conducive to learning is essential for success.

In this regard we believe that teaching and learning can be most effective when:

- The environment is safe, stable, and stimulating.
- Pupils' self-esteem is high.
- Pupils understand the purpose of the learning.
- Where appropriate learning builds on prior knowledge and understanding.
- Independent learning and thinking are facilitated and encouraged.
- Questioning, reflection, problem-solving, and discussion are encouraged.
- Feedback provides incisive comments that support progress e.g. use of DRAFT and verbal feedback
- Pupils can self and peer-assess and know what they need to do to improve and are able to set appropriate targets.

1.3.1 Monitoring Standards of Teaching and Learning (ongoing)

Members of the SLT will regularly monitor teaching and learning across the academy. This will involve visiting lessons and talking to pupils about their work. Information from these visits will not be used in the Performance Management process.

2.0 'Good or Better' Practice

The Academy aspires to a position where all teaching (and learning) is judged to be 'Outstanding'.

An 'Outstanding' lesson will include several the elements identified below:

- All pupils are engaged and motivated.
- The lesson focuses on the content and skills essential for progress.
- All pupils are challenged.
- Positive relationships.
- Effective classroom management.
- Pupils are active/ and collaborate in their learning.
- Pupils are independent and resilient.
- Relevant technology and learning support staff make a positive impact on learning.
- Teachers have expert knowledge of the subject(s) and courses they teach.
- Teachers present subject matter clearly, promoting appropriate discussion.
- Teachers check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.
- Teachers respond and adapt their teaching as necessary.
- Teaching is designed to help pupils to embed content in their long-term memory and to make links with knowledge from other subjects.
- Teachers use assessment effectively.
- Teachers create an environment that focuses on pupils.
- Teachers ensure that their own speaking, listening, writing, and reading of English support pupils in developing their language and vocabulary well.

2.1 Lesson Planning and Preparation

Lessons are planned and sequenced to ensure that pupils accumulate appropriate knowledge and skills. Lessons must be successfully adapted, designed, or developed to be ambitious and meet the needs of all pupils (including pupils with SEND). Lessons must focus on developing the knowledge, skills, and abilities required to apply what they know, and can do, with increasing fluency and independence.

The focus lies within seeing a '**well planned lesson**' as opposed to a detailed and comprehensive lesson plan! It is expected that teaching and learning meets the expectations listed below:

- Lessons are planned with clear aims and objectives, structure, and challenge for all pupils.
- Objectives are appropriate, challenging and understood by all pupils.
- Teachers make use of all available information to ensure that the lesson is appropriate and challenging for all pupils

- Each lesson starts in the same way – a minimum of 3 questions that draw on prior learning i.e. a question from last lesson, a question from last week, a question from last term or year.
- Teachers are aware of, and follow, the expectations as noted in the relevant Scheme of Work.
- Opportunities to develop literacy, numeracy, and SMSC are explored.
- Where relevant, planning makes provision for the effective use of learning support staff.
- Appropriate and stimulating resources are organised prior to the lesson.

In a 'Good or Better' lesson the *pupil* would meet several of the points below:

- Come fully equipped and prepared to maximise their learning opportunities.
- Work effectively and purposefully.
- Ask questions where appropriate i.e. of each other and their teacher.
- Be prepared to share their learning and ideas in an atmosphere of trust and respect.
- Support one another, working collaboratively, recognising that the contributions of all are valid.
- Know where to go for help and recognise that further progress can always be made.
- Work with increasing independence, developing the skills to become life-long learners (DRAFT's development of self-regulation skills).

3.0 Assessment for Learning

Assessment for Learning (AfL) is a key part of teaching and learning. If we are to maximise pupil progress it is essential that AfL is used within lessons to support both teacher and pupil in maximising progress over time.

As stated within the Marking and Assessment Policy, regular summative and formative feedback are inextricably linked to progress. When looking at the role of formative assessment it is expected that within lessons:

- Pupils receive regular incisive feedback in a variety of ways to enable them to progress (refer to Marking and Assessment Policy and use of verbal feedback and DRAFT).
- Feedback can be verbal or written - it will recognise the strengths of a piece of work and identify targets for improvement in a constructive way.
- Pupils can act upon the advice that they are given and improve their performance.
- Frequent opportunities are taken within lessons to provide immediate verbal feedback.
- Pupils are encouraged to judge the success of their own work and set themselves targets for their own improvement.
- Key subject specific vocabulary is highlighted.
- Where appropriate pupils are made aware of the criteria for progression between levels or grades and are enabled to interpret these criteria in a meaningful way – refer to Indicative Competencies.
- It is good practice within departments that there are opportunities for marking of key pieces of work to be standardised across a year group.

4.0 Roles and Responsibilities

4.1 Trust

- To ensure the effective and rigorous implementation and monitoring of the Teaching and Learning Policy and to review the policy annually.

4.2 SLT

- To provide appropriate support, training and resources for departments and individuals to improve the quality of teaching and learning.
- To monitor and evaluate the delivery and impact of the policy. (Please refer to 1.21)
- To co-ordinate and complete the appropriate lesson observations and feedback as stated within the Performance Management Policy.
- To modify and update the policy in the light of ongoing developments and the changing needs of the Academy.

4.3 Heads of Department

- To be responsible for the co-ordination of Programmes of Study, Schemes of Work, DRAFT tasks, Challenge lessons, updating Indicative Competencies.
- To monitor the quality of Teaching and Learning and Marking and Assessment within their subject. To support departmental colleagues in developing the quality of Teaching and Learning.

4.4 Teaching Staff

- To implement this policy by ensuring a consistent delivery of high-quality learning experiences.
- To be responsible for short term planning, in conjunction with department teams.

4.5 All Staff

- To be aware of and adhere to the principles of the policy.

5.0 Lesson Observation and Monitoring

5.1 Introduction

Lesson observation and monitoring is a fundamental process in assessing the quality of teaching and learning in the classroom. The weighting that the 2022 Ofsted Framework has applied to the judgement area – ‘Quality of Education’ means that it needs to be at the front and centre of Academy development.

Lesson observation and monitoring has three strands:

- Formal Lesson Observations.
- Lesson Visits.
- CPD programme offered to all staff to further improve the quality of teaching and learning.

5.2 Frequency

The number of lessons in which staff will be formally observed is currently three i.e. one per term.

In certain circumstances more than three formal observations may be undertaken e.g.

- If a member of staff becomes the subject of capability (refer to the Capability Policy).
- If the Academy is placed in a particular OFSTED category ('Requires Improvement' or 'Inadequate').
- If the Academy is judged by the Principal, Board of Trustees, or DfE, to be at risk of being placed in an Ofsted category.

5.3 Implementation

Lesson Observations will be recorded on the Academy Lesson Observation pro-forma (refer to **Appendix 2**)

In most cases the three members of staff who complete observations (as part of the PM cycle) will be Senior Leaders. The lead will hold responsibility for Performance Management and Teaching and Learning. He/she will have overall strategic and operational responsibility for Lesson Observation and Monitoring under the leadership of the Principal.

6.0 Lesson Observations and Performance Management

The three formal lesson observations will contribute to the judgements made regarding a member of staff's performance, as per of the Academy's PM Policy. The grid below delineates the requirements for each grade awarded at the end of the PM cycle.

Grade	Teachers' Standards	Threshold Standards	Lesson Observations	Appraisal Objectives	Contribution and Role	Staff Support and Development	Attendance
1	The employee has fully addressed all standards.	The employee has fully addressed all standards.	A minimum of 2 of the 3 lessons observed were recorded as 'outstanding'.	The employee has fully addressed all objectives. ¹	The employee's contribution has been substantial and sustained and they are critical to the Academy.	The employee has grown professionally through a proactive approach to CPD which has had a significant impact on pupil progress in their principal teaching groups and, in the case of ML/SL, their subject area(s).	The employee has recorded a Bradford Factor score of 0 -8.
2			A minimum of 2 of the 3 lessons observed were recorded as 'good' or better.	The employee has fully addressed the majority of objectives and partly addressed the remainder. No objectives are recorded as not being addressed. ²	The employee meets the requirements of their job description and often exceeds expectations.	The employee has grown professionally through their involvement in CPD which has had a notable impact on pupil progress in their principal teaching groups and, in the case of ML/SL, their subject area(s).	The employee has recorded a Bradford Factor score of 9 – 49.
3	The employee has fully addressed the majority of standards and partly addressed the remainder. No standards are recorded as not being addressed.	The employee has fully addressed the majority of standards and partly addressed the remainder. No standards are recorded as not being addressed.	All lessons observed were recorded as 'requires improvement' or better.	The employee has partly addressed all objectives. No objectives are recorded as not being addressed. ³	The employee meets the requirements of their job description.	The employee has availed core training provision (INSET) and attended at least one internal or external CPD event/session a term.	The employee has recorded a Bradford Factor score of 50 - 124.
4	The employee has not addressed one or more standards.	The employee has not addressed one or more standards.	At least 1 lesson was recorded as 'inadequate'.	The employee has not addressed one or more objectives. ⁴	The employee is not meeting expectations and/or the requirements of their job description.	The employee has availed core training provision (INSET).	The employee has recorded a Bradford Factor score of 125+.

¹ All objectives will be recorded as 'Fully addressed'.

² In the case of two objectives, one objective will be recorded as 'Fully Addressed' and the other as 'Partly Addressed'.

³ All objectives will be recorded as 'Partly Addressed'.

⁴ At least one objective will be recorded as 'Not Addressed'.

7.0 Trainee Teachers and ECT

Trainee teachers and ECTs will be observed and assessed in line with ITT and ECT Policy.

8.0 CPD

The Academy expects all staff to be pro-active in taking responsibility for improving their own performance through appropriate CPD. Professional development will be linked to the improvement priorities of the Academy, individual job roles and professional interests. Specific support, guidance and training needs can be identified through informal discussions with your Line Manager and/or the Performance Management process.

The Academy provides a comprehensive and wide-ranging CPD provision that compliments the needs of the Academy's teaching staff in line with the Teachers' Standards. Priorities for CPD are highlighted by using the ongoing results of the annual performance management and appraisal process as well as including input from the Academy staff.

8.1 Impact of CPD on Teaching and Learning

The Academy is a learning community where all staff are involved in a continuous process of improvement to support and develop the quality of teaching and learning. It is committed to fostering a positive climate for continuous learning.

The provision for CPD provides opportunities for all staff, at all stages of their career, to develop and improve teaching, learning and assessment and ensures that the impact is seen individually, departmentally and across the Academy.

CPD should have a positive and measurable impact on teaching and learning. Effective CPD should ensure:

- Expert subject knowledge.
- Greater confidence amongst the teachers, for example, in taking risks.
- Enhanced belief amongst staff, in their power to make a difference to their pupils' learning.
- The development of enthusiasm for collaborative working, notwithstanding initial anxieties about being observed and receiving feedback.
- A greater commitment to improving practice.

Effective CPD should have an equally positive outcome for pupils in some of the following ways:

- Improvement in performance.
- Discernible enhancement of pupils' motivation to learn.
- Positive responses to specific subjects.
- Better organisation of work.
- Use of collaboration as a learning strategy.
- Increased sophistication in response to questions.
- The development of a wider range of learning activities in class and strategies for pupils.

After each round of the Formal Lesson Observation process, SLT will meet to discuss the findings of the round and review the program of Core Professional Development. Twilights will be used to feedback generic points to staff

9.0 Lesson Visits

On a termly basis, senior staff will undertake lesson visits during which they will look at Ofsted's main key judgement areas:

- Quality of Education – Implementation, Impact
- Behaviour and Attitudes

The purpose of the visits is to support the formal lesson observation process particularly with regards to the 'typicality' of lessons. If issues of concern arise during the visits, these will be addressed appropriately through the line management system.

10.0 Evaluation

The member of the SLT responsible for Performance Management will report annually to the Trust on procedures for lesson observation, including their effectiveness and on the training and development needs of teachers. Individual teachers will not be mentioned or identified within the report.

The Trust recognises that the Teaching and Learning Policy must not impede the necessary trust between teachers, the Principal, or the Trust, but that any evaluation must consider the need to enhance overall practice and performance.



PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils’ attainment, progress and outcomes
- be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher’s specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children’s intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils’ progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils’ achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
 - having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix 2 - Lesson Observation Pro-forma



Lesson Observation Sheet

Teacher:	Subject:	Class:
Date:	Period:	Set:

Behaviour for Learning	
Conduct	The teacher has high expectations of pupils. Rules are fully understood, embedded and enforced. Pupils demonstrate high levels of self-control.
Relationships and Attitude	Pupils show a high level of respect for the teacher and their peers. Positive relationships that support learning and challenge are clearly evident. The teacher is confident and enthusiastic and has a strong relationship with the class. Pupils show a high level of engagement, resilience, and commitment to learning.
Teaching Environment	The teaching environment is pupil centred. High quality displays support learning It is ordered, uncluttered and well-ventilated.
Pupil Books/Folders	Where books/folders are used within the lesson these have: <ul style="list-style-type: none"> • Titles, dates, headings – all underlined. • Main text in pen; diagrams etc labelled and in pencil. • No loose sheets. Pupils show pride in their learning, evidenced by books/folders that are well presented.
Teaching and Learning	
Adaptive Teaching	Both content and tasks are pitched at an appropriate level for the class, reflecting high expectations for all pupils. The teacher uses appropriate, high quality resources that are suitable and allow all pupils to achieve. If there are pupils with SEND, the teacher has considered, and planned for, their specific needs e.g. scaffolding, and effective use of other adults
Sequencing	The lesson content is sequenced appropriately to ensure that all pupils progress effectively.
Questioning	The teacher uses precise questioning that clarifies, reinforces and challenges all pupils.
Pace and Confirmation of Learning	The teacher systematically checks pupils' understanding of content and responds appropriately. The pace of the lesson supports the engagement of all pupils.
Modelling, Key Vocabulary	The teacher ensures that their own speaking, writing, and reading is appropriate and models best practice. The teacher uses all relevant opportunities to reinforce key subject vocabulary. The teacher uses opportunities to model ambitious vocabulary.
Assessment and Progress	
Progress	Discussions with pupils and scrutiny of work shows appropriate progress in terms of knowledge, understanding and/or skills.
Marking and Feedback	There is evidence of regular verbal and/or written feedback which supports progress. In lessons where there are no books/folders, there is evidence of effective verbal feedback that supports progress
DRAFT	DRAFT is used effectively, enabling pupils to reflect and respond and contributes to their progress over time.
Targets	Pupils can identify, and articulate areas where they need to improve and ways in which this can be achieved
Observer Comments	
Observation Grade	
1	All three categories were recorded as a grade 1.
2	All three categories were recorded as a grade 2 or better.
3	All three categories were recorded as a grade 3 or better.
4	One or more categories was recorded as a grade 4.

