

LEARNING – The ways in which the teacher enables pupils to acquire the knowledge, skills and understanding, and become active, skilful and motivated learners

Strand	Level 4 – development needed	Level 3 – satisfactory	Level 2 - good	Level 1 – outstanding
Engagement and motivation	<ul style="list-style-type: none"> *Pupils generally comply passively with activities set for them *Pupils show little sense of urgency to complete tasks 	<ul style="list-style-type: none"> *Most pupils are motivated to learn and can discuss their work and progress *Most pupils work with concentration and complete tasks within a given timescale 	<ul style="list-style-type: none"> *Pupils are confident, willing learners and can identify their progress towards meeting learning outcomes *Pupils with sustained concentration and intellectual effort to achieve learning objectives 	<ul style="list-style-type: none"> *Pupils have an infectious desire to learn and demonstrate ownership of their own learning *Pupils work creatively and feel secure in taking risks in their learning
Independence	<ul style="list-style-type: none"> *Pupils usually rely on teacher direction in their learning 	<ul style="list-style-type: none"> *Most pupils can work independently within given frameworks and they understand how current learning relates to previous work *Most pupils are able to work collaboratively and make positive contributions 	<ul style="list-style-type: none"> *Pupils are able to structure their learning independently and can successfully apply their learning 	<ul style="list-style-type: none"> *Pupils think, learn and take decisions for themselves and are able to critically evaluate their learning
Collaboration	<ul style="list-style-type: none"> *A significant number of pupils find it difficult to work in pairs, groups or teams 	<ul style="list-style-type: none"> *Pupils develop a range of learning strategies which most can apply to different situations appropriately with guidance 	<ul style="list-style-type: none"> *Pupils work collaboratively, demonstrating understanding of their roles within a team 	<ul style="list-style-type: none"> *Pupils fully participate in group and team work and develop understanding of how they can support each other's learning
Skills	<ul style="list-style-type: none"> *Pupils develop a limited range of learning strategies 	<ul style="list-style-type: none"> *Pupils develop a range of learning strategies which most can apply to different situations *Most pupils are able to learn, understand and apply new knowledge 	<ul style="list-style-type: none"> *Pupils develop a wide range of learning strategies 	<ul style="list-style-type: none"> *Pupils apply a wide range of learning strategies with confidence
Knowledge & understanding	<ul style="list-style-type: none"> *Pupils make little progress in their knowledge and understanding 	<ul style="list-style-type: none"> *Pupils are active learners, assimilating and applying new knowledge 	<ul style="list-style-type: none"> *Pupils are proactive learners, synthesising their knowledge and applying it in novel and complex situations 	<ul style="list-style-type: none"> *Pupils progress shows that the class has made a significant difference with high value added
Progress	<ul style="list-style-type: none"> *Progress, as measured against relevant national assessments, is below national expectations when compared with similar schools 	<ul style="list-style-type: none"> *Progress, as measured against relevant national assessments, is at least in line with national expectations when compared with similar schools 	<ul style="list-style-type: none"> *Pupils make better progress, as measured against relevant national assessments, than pupils in similar schools 	<ul style="list-style-type: none"> *Teacher and pupils consistently review and reflect on assessment information, from the broadest range of sources available which is used to inform and modify the direction of future teaching and learning
Assessment of learning	<ul style="list-style-type: none"> *Teacher uses a limited and narrow range of assessments to measure improvement, and analysis of the information derived from them is given limited use 	<ul style="list-style-type: none"> *Teacher gathers evidence from periodic assessments to measure improvement and attainment and make a judgement about pupils' performance against national standards *Teacher uses and analyses the information to look back and track progress of individuals and groups of pupils over the term, year or key stage 	<ul style="list-style-type: none"> *Teacher uses a range of assessment methods from a range of sources, to gather evidence throughout the year to decide what pupils have achieved against their targets *Teacher's assessment includes constructive comments so that pupils have a clear understanding of their strengths and what they need to do next 	<ul style="list-style-type: none"> *Teacher and pupils consistently review and reflect on assessment information, from the broadest range of sources available which is used to inform and modify the direction of future teaching and learning
Assessment for learning	<ul style="list-style-type: none"> *Teacher does not employ peer and self-assessment methods *Learning goals have yet to be shared with pupils *Standards expected of pupils have yet to be shared *Pupils' work is often unmarked or restricted to ticks and grades *Verbal and / or written responses to pupils' learning are restricted in quality and/or frequency 	<ul style="list-style-type: none"> *Teacher sometimes employs peer and self-assessment methods *Teacher shares learning goals with pupils *Pupils are helped to know and recognise the standards they are aiming for *Verbal and/or written response to pupils' learning is frequent and linked to learning intentions 	<ul style="list-style-type: none"> *The teacher uses peer and self-assessment regularly *Teacher shares clear learning goals with pupils who understand when they have achieved them *Pupils have sufficient understanding of expected standards to apply given assessment criteria *Response to pupils' learning is constructive and helpful, always focuses on learning intentions and stimulates improvement 	<ul style="list-style-type: none"> Peer and self-assessment are embedded in teaching and learning Pupils have regular opportunities to set and reflect on their own learning goals Pupils' understanding of expected standards enables them to devise and apply their own assessment criteria Detailed marking of pupils' work clearly identifies the extent to which they have met the learning intentions and gives guidance on the next steps for improvement Teacher and pupils engage in regular verbal and/or written dialogue which enhances pupil independence and achievement

TEACHING – The ways in which teaching ensures maximum learning and fulfilment for pupils

Strand	Level 4 – development needed	Level 3 – satisfactory	Level 2 - good	Level 1 – outstanding
<p>Subject knowledge</p>	<ul style="list-style-type: none"> * Teacher has yet to acquire subject knowledge resulting in patchy or inaccurate coverage * Teacher has yet to embed literacy, numeracy and ICT into their practice across the curriculum 	<ul style="list-style-type: none"> * Teacher has sufficient subject knowledge, relative to the age range, to teach independently and competently * Teacher enables pupils to apply literacy and numeracy across the curriculum and to use ICT to support learning 	<ul style="list-style-type: none"> * Teacher has a very good level of subject knowledge and understanding appropriate to the age range that s/he/teaches * Teacher consistently and effectively enables pupils to apply literacy, numeracy and ICT across the curriculum 	<ul style="list-style-type: none"> * Teacher demonstrates excellent subject knowledge and understanding, appropriate to the age range that he/she teaches * Teacher fully integrates literacy, numeracy and ICT into the curriculum
<p>Climate for learning</p>	<ul style="list-style-type: none"> * Lessons mainly consist of teacher-led activities with which some or most of the pupils comply * The nature of structures and routines inhibit learning * Teacher spends more time and effort on behaviour management than teaching and learning 	<ul style="list-style-type: none"> * Teacher seeks to make work interesting and varied, and provide sufficient challenge to take pupils' learning forward * Teacher creates a positive learning environment through the establishment of structure and routines, which lead towards independence 	<ul style="list-style-type: none"> * Teacher makes work imaginative, stimulating and challenging leading to a high level of engagement * Teacher creates a productive learning environment through the establishment of structures and routines * Pupils learn effectively, with opportunities to work independently and collaboratively 	<ul style="list-style-type: none"> * Teacher consistently challenges and enthuses all pupils according to their needs, creating a thirst for learning * Teacher creates a highly stimulating classroom climate in which high quality relationships lead to excellent levels of motivation, commitment and achievement * There are many opportunities for independent and collaborative learning
<p>Planning and expectations</p>	<ul style="list-style-type: none"> * Teacher's planning demonstrates generalised learning objectives with a limited range of activities * Some resources are used to support teaching and learning * Classroom support staff are used as a helping hand * Homework is set which often does not arise out of current classroom learning 	<ul style="list-style-type: none"> * Teacher's planned activities are relevant to the achievement of the learning objectives * A variety of stimulating resources are available to support teaching and learning * Classroom support staff are clear about their role in supporting learning * Homework is set which consolidates classroom learning 	<ul style="list-style-type: none"> * Teacher planning demonstrates high expectations through a varied range of approaches and activities appropriate to the pupils' prior learning * A wide variety of stimulating multi-sensory resources are available for pupils to select in support of their learning * Classroom and support staff understand the learning objectives and successfully enhance learning * Relevant homework is set which enables pupils to consolidate and extend their classroom learning, and is suited to their needs and capabilities 	<ul style="list-style-type: none"> * Teacher plans activities which inspire all pupils to succeed in meeting challenging objectives and take full account of pupils differing needs and prior learning * All pupils are encouraged to select from and contribute to a wide variety of stimulating multi-sensory resources to suit their individual learning styles * Classroom support staff significantly strengthen the teaching team's effectiveness in raising standards * Teachers give homework which enables pupils to enjoy independently consolidating and extending class-work, consistent with their needs, capabilities and home circumstances.
<p>Inclusion</p>	<ul style="list-style-type: none"> * Teaching methods and resources show little awareness of how to meet differing needs 	<ul style="list-style-type: none"> * Teaching methods and resources are differentiated to meeting differing needs * Teaching methods and resources sometimes encourage celebration of diversity * Teacher understands the need to challenge stereotyped views, 	<ul style="list-style-type: none"> * Teaching methods are properly matched to the needs of all pupils * Teacher consistently challenges stereotyped views, bullying and harassment * Teaching methods and resources encourage celebration and diversity 	<ul style="list-style-type: none"> * Teaching methods and resources show respect and sensitivity towards pupils' circumstances and beliefs, cultures and needs * Teaching methods and resources strongly celebrate diversity * Teacher successfully and persuasively challenges stereotyped views, bullying and harassment