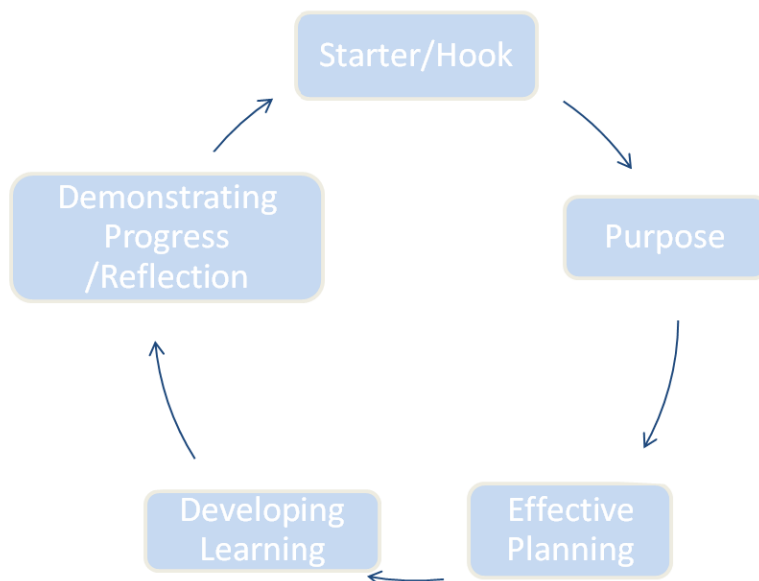









Outstanding Lesson Planning


The Toolkit





Key features of Outstanding lesson planning	Guidance
<p>Routines</p> 	<ul style="list-style-type: none"> ➤ Meet and greet students at the door ➤ Have high expectations ➤ Students use the learning environment to further their learning ➤ The learning environment is engaging
<p>The 'Big Picture'</p> 	<ul style="list-style-type: none"> ➤ Encourage students to make links to previous learnt I Why are they doing this lesson? How does it fit into the course? ➤ How will it link to the future learning? ➤ Encourage students to reflect on how the learning is connected over a series of lessons
<p>The Starter/Hook (can be a think, a curiosity or a challenge)</p> 	<ul style="list-style-type: none"> ➤ Link to prior learning if possible ➤ A Think is a question that no right or wrong answer but makes you think ➤ Foster students curiosity and get them thinking – Picture/video ➤ Starter activity is sharp and has pace ➤ Link to the objectives of the lesson and refer back at the end to show progress ➤ Share your passion for the subject – Be enthusiastic
<p>Learning Objectives and Success Criteria</p> 	<ul style="list-style-type: none"> ➤ Describe, simply and EXACTLY what you want the students to be able to do by the end of the lesson (see Groby lesson plan for LO stems) ➤ SC- What will the students have completed during the lesson to show you that they have achieved the learning objectives? ➤ Chunk down the learning – Refer back to the LO/SC at regular points through-out the lesson to show that progress has been made. Ask students to put a tick next to the SC as the lessons progresses ➤ Ensure that students have the opportunity to access work beyond their target grade – CHALLENGE
<p>Active Engagement</p>	<ul style="list-style-type: none"> ➤ Encourage students to be resilient learners ➤ Teacher to act as the facilitator ➤ Teaching strategies are imaginative and interactive ➤ Lesson includes activities to allow students to lead the learning of others ➤ A range of activities included in the lesson which leads to the teaching being sharp and have a good pace. Activities stimulate and extend the learning of students ➤ Take Risks! – Explain to the class that this is the 1st time you have tried this particular activity (students love this...leads to high levels of engagement as they wait to see if it is going to work!) ➤ New Technology <ul style="list-style-type: none"> ○ Interactive games ○ Quizzes (e.g. who wants to be a millionaire) ○ Show video clips e.g. BBC learning zone
	



- Write answers/summaries in the form of tweets
- Class Dojo
- Interactive Learning
 - Students have to put the information into the smallest number of words, not just copying!
 - Bounce questions around the classroom e.g. do you agree? Why do you think that?
 - Vote on answers (use red, amber, green cards for multiple choice)
 - Mini whiteboards to answer questions (they are on the back of planners!)
- Independent Learning
 - Students not given the answers but find them out for themselves
 - Give students sources from a variety of different mediums e.g. video, internet, textbooks, journals; aimed at their target grade
 - Give choices of ways to structure their learning, aimed at their target grade
 - Marketplace activity (students work in groups of 3 with different source material, and condense the information onto a poster containing a max of 10 words and as many pictures/symbols as they like, one student then stays with the poster to explain the information to others, the other two students go round the class to learn the other information, then they teach what they have learnt to the other student)
 - Students log their development of independent enquiry skills (see pages 77-78 in 'The Perfect Lesson' green book)
 - Students compete for points, e.g. give them mandatory tasks and a choice of tasks worth a varying number of points, collate progress in the form of a table on the board
 - Limit number of questions each group can ask the teacher, with question cards (encourage them to think for themselves by answering a question with a question)
 - Students evaluate their role in the outcome
 - Circus of activities
- Collaborative Learning
 - Setting groups (explain to students the working with a range of individuals can feel uncomfortable but will make them more flexible and better communicators)
 - Set into mixed ability or ability groups by target grade (can appear random by assigning jigsaw pieces of instructions or coloured cubes to group students)
 - Assign experts e.g. G&T students to coach and assess others
 - Teacher enforces timings and pauses lesson to highlight learning
 - Students evaluate themselves
 - How did our group do?
 - What did we learn? We could have improved by?
 - How did I do?

	<ul style="list-style-type: none"> • What did I learn (e.g. subject knowledge, team working skills)? I could have improved by? ○ Assign different members of the group different roles <ul style="list-style-type: none"> ▪ E.g. by self evaluating areas of weakness for them to improve e.g. verbal explanations, written phrasing of answers, asking questions ○ Assign different members of the groups different coloured pens so you can check the progress of individuals ○ Set different learning outcomes for different groups, or make it clear what they need to achieve for grade C,B,A,A*,P,M,D ○ Students create their own mark scheme or success criteria for the activity either as a group or as a class, and mark the final product against that ○ Competition between groups <ul style="list-style-type: none"> ▪ e.g. Question chase (graded questions of increasing difficulty, each group gets the first question and can only get next question when they have full marks on the first) ▪ e.g. Past paper chase (a revision activity, each group given a set of past paper questions, when they have answered a question they bring it to the teacher to mark, points recorded on a spreadsheet displayed on the board) ○ Think, Pair, Share (students are given a open question, they think of the answer themselves, then the share in a pair, then share between pairs) ➤ Variety <ul style="list-style-type: none"> ○ Short activities (break longer activities down into smaller tasks) ○ Different learning styles e.g. create a model, card sort, questioning, question chase, mini whiteboard answers, past paper questions, a3 memory game (a3 picture of a diagram for the lesson at the front, students are in pairs, one person looks at the diagram and describes, the other person draws it but can't see it) ➤ Pace <ul style="list-style-type: none"> ○ Be explicit about timings to students ○ Online Timer ○ Verbal Reminders ○ Countdown clock ○ Smooth transition between activities
<p>Personalised learning</p> 	<ul style="list-style-type: none"> ➤ Resources are differentiated to enable ALL students to access the learning ➤ Questions are differentiated through-out the lesson ➤ Activities are challenging for the more able students ➤ A range of differentiation is evident in student's work

<p>Assessing progress – AfL</p> 	<ul style="list-style-type: none"> ➤ Students are able to assess their own learning which allows them to set future targets and identify areas of improvement ➤ Students make rapid progress – Need to show this through mini plenaries through-out ➤ Continually assess student progress through regular student dialogue ➤ Students get involved in asking questions ➤ Refer back to the learning objectives/success criteria to explicitly show how much progress has been made ➤ Important that all students know what is required of them – Ask students to explain to each other and don't be afraid to adapt you planning if you need to spent more time to clarify a point ➤ Written marking show dialogue between teacher/student. Student know what they need to do to improve their work (T) ➤ Evidence that students respond to the teacher comments on written work ➤ DIRT – Directed Improvement and Reflection Time allow students to have 3-4 minutes at the start of the lesson to act upon any feedback ➤ Final plenary – try to finish lesson in good time, so you can carry out a final plenary ➤ Don't be afraid to acknowledge when all students have not made progress. This will give you the opportunity to explain what your next steps will be to ensure ALL students have learnt what they need to know
<p>Deployment of LSA</p> 	<ul style="list-style-type: none"> ➤ Learning support assistant should have the 'big picture' of sequence of lessons. ➤ Is the LSA aware of what the students are working towards? How the course is assessed? ➤ Where is the class at in the SOL? – Ensure LSA has a copy of the SOL ➤ LSA may work with small groups of students (not necessarily the less able unless LSA is linked to a particular student) to allow the teacher to have more focused time with other groups ➤ LSA may challenge inappropriate behaviour following College procedures



GROBY COMMUNITY COLLEGE LESSON PLAN 2012 - 13

General Details	WEEK No. 30
Name:	
Subject: French	
Scheme of learning ref: Topic of Education	
Date: Mon 29 th April 2013	
Class:	
Period: 1	

Class Details	(CLA-Children Looked After, SA – school action, SAP – school action plus, ST - statement)
ATG: A* <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> 5 <input type="checkbox"/> C <input type="checkbox"/> 8 <input type="checkbox"/> D <input type="checkbox"/> 3 <input type="checkbox"/> E <input type="checkbox"/> 1 <input type="checkbox"/> F <input type="checkbox"/> G <input type="checkbox"/>	
No. on roll: 22 , Female 14 , Male 8	
SA:	
SAP:	
ST:	

Teacher describes simply and **EXACTLY** what the students will be able to do by the end of the lesson

Learning objective... To be able to describe my ideal teacher

Success criteria:
I can use a range of sentence starters (A*-C) to describe an ideal teacher in writing and speaking.
I can produce an extended piece of writing (50 words min) about an ideal teacher.

Differentiated SC – 2nd SC to challenge the HA

Lesson Context (if appropriate)
Students have been working on the topic of Education for 3 weeks. Last week they started to discuss the different qualities that a teacher may have (understanding, fairness, patience, etc.) Today's lesson will go a step further and get students to consider what an ideal teacher is like.

Time	Learning Activities	Assessment for learning (Interim plenary)	Differentiation (for planned use of Learning Tutor)
	<ul style="list-style-type: none"> ● Starter - Stand up/sit down game. <p>Students will work in small groups (tables.) Each table will choose a word used in last week's lessons. When I call this word at random, the group must stand up and then sit down. If they do not follow instructions, they are out of the game.</p> <ul style="list-style-type: none"> ● Main <ol style="list-style-type: none"> 1. Introduce lesson objective, success criteria and wider context. 2. What can students already say? 3. Introduce sentence starters to students. Get students to think about the conditional tense. Students to make a note of these and I will briefly question them. 4. Post it notes 	<p>Teacher checking the current level of students before giving new info.</p> <p>Targeted questions to checking understanding.</p> <p>Students to be involved in whole class discussion on the</p>	<p>Recall of prior learning (AfL)/Active engagement Students working collaboratively</p> <p>Each sentence starter is associated with a different grade. Targeted questions. Offers writing frame for student with MLD.</p> <p>Peer support.</p>

Recall of prior learning (AfL)/Active engagement
Students working collaboratively

Teacher provides students with the 'Big Picture'

- Mini-plenary assessment check
- Teacher ensures students are making progress

Personalised Learning– Support for the less able, challenging for the more able

Activities are varied through-out the lesson
Students have the opportunity to work independently and collaboratively

<p>Students to work in pairs/threes to produce a short sentence of 15 words which incorporates the sentence starters. Students to write answers on post-it notes – they have 2 minutes. We will then discuss the quality of the answers using the visualiser.</p> <p>5. Nine unseen questions. To see how much info students have grasped, students will close their books and be randomly picked to answer one of nine unseen questions related to the work carried out.</p> <p>6. Paired dictations. Students to work in pairs and dictate a long passage of French to their partners who, in turn, write it down in French in their books. Partners swap roles and then mark each others' work.</p> <p>7. Group activity Students to work in predefined groups to produce an extended piece of writing about an ideal teacher (50 words.) Teacher to model the types of methods to be used to extend writing.</p> <p>• Plenary / Review Remind students of the types of answers they gave me at the start of the lesson and then use visualiser compare with the work produced in groups.</p>	<p>answers given.</p> <p>Instant teacher and self-assessment. Students not picked to answer are encouraged to work answer out in their heads.</p> <p>Peer assessment – students to mark one another's work using scale (1 = perfect, 0.5 almost perfect, 0 = wrong/no word.)</p> <p>Teacher and students to comment on work.</p>	<p>Ask some students to answer in French.</p> <p>Visual activity designed to engage through its random nature. Most students will be encouraged to not use their books. I will allow less able students to peek at their books, if need be.</p> <p>Encourage the weaker student to dictate first to give them more chance to see the spellings they might need. Extension: students to complete cryptogram. Useful for student with BESD who finishes work quickly.</p> <p>Groups have been designed to be mixed ability, with a balance of genders where possible.</p>
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Great way to show progress-use the starter as the plenary to see what students can now do

<p>You must plan how you are actively teaching literacy and opportunities to develop numeracy skills</p>	
<p>Literacy</p> <p>Using the conditional tense. Encouraging the use of accurate French.</p>	<p>Numeracy</p> <p>Actively using numbers in French to pick students and questions. Codeword style puzzle as extension.</p>
<p>Key Vocabulary/Questions Conditional tense: serait (would be), aurait (would have), voudrais (would like), devrait (should be) Adjectives to describe teachers: sympa, patient, cruel, autoritaire, tyrannique, ambitieux</p>	
<p>Resources (including technology) Powerpoint; Visualiser; Countdown clock; Dictation papers; Cryptogram for extension activity.</p>	
<p>Homework Students to learn a section of vocabulary for test next Monday.</p>	

Remember: Learning objectives and/or success criteria need to be differentiated

Use of new technologies to enhance the learning of students

Homework – Consolidation task. Test will act as the starter in the next lesson (previous learnt language)

Time	Learning Activities	Assessment for learning (interim plenary)	Differentiation (inc' planned use of Learning Tutor)
10	<ul style="list-style-type: none"> ● Starter ● Students, on their own, complete the assessed prior knowledge sheet. Students write themselves a SC for the lesson 	SA students give themselves marks against the mark scheme	Increasing difficulty of sheet, starting with foundation GCSE knowledge through to A2 to assess their level
10	<ul style="list-style-type: none"> ● Main ● A3 memory game in pairs, (introduces students to complexity of the thylakoid diagram and have them analyse the components in order to describe/draw). 	TA questioning to draw out TPS answers and complete 1 st SC	Targeted questioning
15	<ul style="list-style-type: none"> ● Think, pair, share where LDR happens ● Group work, each person in the group has a different source material for their independent learning and annotates the diagram from the A3 memory game. 	PA after allotted time with independent source material, students discuss in their groups their findings to compare, contrast and assess each other's completion of the diagram	Groups (each group contains A-B student, C student and D student), source material (increasing difficulty of sources from D-A student; challenge provided as 2 of the sources go beyond the syllabus, video source more complex) and worksheet (2 options of diagrams, one with prompt questions, one without for students to choose which to complete, given double sided so students can make their own decision with no pressure)
8		<p>Good example of students work collaboratively. Works well when each student has a role. Less successful if students are unsure what their role is. Students can become passive and disengaged</p>	
10	<ul style="list-style-type: none"> ● Question chase, students work in their group, answer one question at a time, they can only 	TA teacher checks progress and provides hints	Groups (each group contains A-B student, C student and D student), questions (increasing difficulty and each is graded)
12		PA groups explain to	

Targeted questioning allows you to check the individual progress of students. Questioning should be differentiated to match students'

Students encouraged to reflect on their own learning and compare to fellow peers

**Personalised Learning (Support and Challenge)
Students encouraged to challenge themselves when answering the question. Students have the opportunity to access work beyond their target grade.**

Example 3

Los are clear and tells the students exactly what they will be able to do by the end of the lessons

Learning objective...

- To be able to investigate rusting
- Interpret data about corrosion
- Evaluate materials used for car bodies

Success criteria...

- Recall the conditions required for rusting (Grade E)
- Recall that the adding of oxygen is oxidation (Grade D)
- Understand how salt water and acid rain affect rusting (Grade C)

Graded SC to allow students to access work beyond their TG -

Time	Learning Activities	Assessment for learning (interim plenary)	Differentiation (inc' planned use of Learning Tutor)
5 min	Settler In pairs students are required to identify the correct thought bubble on alloys	Assess how much students have remembered from the previous lesson by targeting questioning	Differentiation by grouping Arrangement of the class means weaker students are supported by peers B and A grade students
5 min	Starter Students to use the investigation on rusting to determine the conditions required for it. Write on whiteboards	Teacher assessment	Circulate and offer assistance by targeted questioning to AC and also weaker students JE,LP, JM,HP Success criteria is differentiated Targeted questioning
5 min	Main Introduce and share learning objectives and success criteria. Discuss rusting		
5 min	Students to use previous understanding of rusting to write a word equation, and determine what type of reaction it is.	Peer assessment – students to share with the rest of the class	Differentiation by outcome. Circulate to offer support to weaker students identified Targeted questioning for A grade students
5 min	Extension work – linking in knowledge from previous lesson		
5 min	Introduce – Aluminium – think, pair, share	Self assessment and teacher assessment	Differentiation by grouping Arrangement of the class means weaker students are supported by peers B and C grade students
min	Students use whiteboards to answer questions based on understanding of		

Clearly shows that the teacher knows his/her students very well. Questioning is differentiated to allow all students to make progress
Differentiation by support – Peer and teacher

Link to prior learning
Student start to make links with information they have previously learnt

Excellent example of personalised learning

Los are clear and tells the students exactly what they will be able to do by the end of the lessons

<p>Learning objective...</p> <ul style="list-style-type: none"> To be able to investigate rusting Interpret data about corrosion Evaluate materials used for car bodies <p>Success criteria...</p> <ul style="list-style-type: none"> Recall the conditions required for rusting (Grade E) Recall that the adding of oxygen is oxidation (Grade D) Understand how salt water and acid rain affect rusting (Grade C)

Graded SC to allow students to access work beyond their TG -

Time	Learning Activities	Assessment for learning (interim plenary)	Differentiation (inc' planned use of Learning Tutor)
5 min	<p>Settler In pairs students are required to identify the correct thought bubble on alloys</p> <p>Starter Students to use the investigation on rusting to determine the conditions required for it. Write on whiteboards</p>	Assess how much students have remembered from the previous lesson by targeting questioning	Differentiation by grouping Arrangement of the class means weaker students are supported by peers B and A grade students
5 min	<p>Main Introduce and share learning objectives and success criteria. Discuss rusting</p>	Teacher assessment	Circulate and offer assistance by targeted questioning to AC and also weaker students JE,LP, JM,HP Success criteria is differentiated Targeted questioning
5 min	<p>Students to use previous understanding of rusting to write a word equation, and determine what type of reaction it is.</p> <p>Extension work – linking in knowledge from previous lesson</p>	Peer assessment – students to share with the rest of the class	Differentiation by outcome. Circulate to offer support to weaker students identified Targeted questioning for A grade students
5 min	<p>Introduce – Aluminium – think, pair, share</p>	Self assessment and teacher assessment	Differentiation by grouping Arrangement of the class means weaker students are supported by peers B and C grade students
5 min	<p>Students use whiteboards to answer questions based on understanding of success criteria</p>		

**Clearly shows that the teacher knows his/her students very well. Questioning is differentiated to allow all students to make progress
Differentiation by support – Peer and teacher**

**Link to prior learning
Student start to make links with information they have previously learnt**

Excellent example of personalised learning

Learning Activities	Assessment for learning (interim plenary)	Differentiation (inc' planned use of Learning Tutor)	
<p>● Starter Students to calculate averages/range of 'simple' data. This is recap of work previously taught and will be required in today's lesson. Go through the LO and SC (10 mins)</p> <p>● Main Students given two tasks, dual bar chart/scatter diagram. In groups students are to write down as many 'comparisons' that they can make. (10 mins)</p> <p>Students are to calculate averages/range for two sets of data and then complete sentences to compare the two sets of data. Students to work independently on this task. (10 mins) Go through what students should have written in paragraphs. (5 mins)</p> <p>Students to swap over work from the start of the lesson. In groups, students are to assess the other groups work from before (comparing data from dual bar chart) and add comparisons. (10 mins)</p> <p>Students to complete matching tasks on correlation in scatter graphs and are then to assess the other groups work from before (comparing data on scatter diagram) and add comparisons. (10 mins)</p> <p>● Plenary / Review Verbally go through steps on how to compare data.</p>	<p>Go around checking understanding</p> <p>Students must make at least one contribution each to the Ensure everyone can calculate the average/range calculation. Self-assessment, students to put hands-up to indentify if they got the correct answer.</p> <p>Go around checking that students are now comparing data using correct mathematical terminology</p> <p>Go around checking that students are now comparing data using correct mathematical terminology</p> <p>Class discussion, direct questions at certain students</p>	<p>Differentiation by outcome. Some groups will have more ideas than others. HLTA to work with Callum and Josh during this task. Two students who struggle often starting tasks.</p> <p>Once Kaye is satisfied with the progress of Callum and Josh, I would like her to move to Tom's table to ensure progress is being made here.</p> <p>Students will be encouraged to write their sentences in as many ways as they can.</p> <p>Also, see IEPs</p>	<p>Additional adult (HLTA) is used to maximum effect throughout the lesson. This planned support will further the learning of students</p>
<p>You must plan how you are actively teaching literacy and opportunities to develop numeracy skills</p>			

The teacher is able to make quick, accurate assessments of class progress, by systematically checking students understanding



Learning Objectives/Success Criteria

Learning objectives and/or success criteria need to be differentiated. You will need to explicitly show how you are challenging students in the lesson.

Learning objectives should be specific and outline the learning expected to take place in that lesson. They should not be too broad and general.

Learning objectives stems could include:

- To understand
- To be able to evaluate/identify/describe/justify/explain/apply
- To use confidently
- To develop
- To know how to
- To think about
- To be aware of
- To confidently use
- To understand
- To explain/justify

Success criteria



Describe to students what the teacher is looking for and how they will know they are being successful in their learning. These should be linked to assessment criteria and differentiated to explicitly show how you are challenging students. Students may wish to tick each success criteria as they achieve them through-out the lesson.

Examples of Success Criteria stems:

You can / I can

- Give 2 advantages of using renewable energy resources
- Draw an accurate pie chart by using the correct angles
- Write a poem containing 2 verses
- Use the 5 key words when writing the introduction
- Demonstrate a forward and backward roll
- Peer assess your partners work by giving a point for improvement
- Label a graph with the correct axis
- Describe 2 key features of a Monet painting
- Give 2 ways in which you could improve your work
- Work independently to produce
- Cut out your wood template using the saw safely
- Use teacher's comments to improve my work

Ofsted 2013 – Common features in the lessons judged as Good or Outstanding

<p>Good practice observed in good and outstanding lessons</p>	<ul style="list-style-type: none"> • High levels of independence and focus that students displayed through organisation of themselves and attention to tasks • Not 'exhibition' lessons • The quality of the student work • Use of exemplar material • Probing questioning (some) • Individual feedback • Students working independently – choosing their activity based on individual strengths/ weaknesses • Extension tasks • Graded examination questions for students to work through • (Some lessons) Students <u>wanted</u> to progress on to higher graded questions • Differentiation for named students (SEN)/Use of additional support • Use of literacy in some lessons • Success criteria being referred back to during lesson to show progress • Excellent subject knowledge • Engagement – students focused on their learning • Knowledge of students ability and needs and how work was planned to cater for them • Use of rewards/praise • Mini plenary pulling whole class together/ Frequently assessing student progress • Detailed written feedback to show students what they need to do to make further progress • Well planned lessons • Excellent behaviour • Use of classrooms displays to support & extend learning • Excellent subject knowledge • Crisp start to lessons • Excellent relationships • Collaborative learning (mainly KS4 lessons) • Reference to prior learning • Pace (most lessons)
<p>Areas for Development</p>	<ul style="list-style-type: none"> • Planning to show that all learners needs are being met – Support for lower ability but ensure that they are being challenged in their learning • More opportunities for students to access higher level work • (Some lessons) More interesting activities which engage students • Deeper questioning (KS4 & 5) • Ensure that the pace is not too quick – Not to rush through the lesson – take students with you! • Post 16 – More opportunities to work collaboratively • (In some lessons) Not showing progress frequently enough through-out the lesson • Too much teacher talk – Get students going quicker • Look for ways for the lower ability students to become 'self sufficient' • More explicit reference to challenging tasks • Literacy/Numeracy
<p>Next steps – Our Journey to Outstanding</p>	<p>Planning to meet the needs of all learners (Support & Challenge) Active Engagement – Activities to engage and enthuse students AFL – Deep questioning to accelerate learning Literacy and Numeracy</p>

Assessing the quality of your learning and teaching

Date / Period	Curriculum Area	Subject	Length of Obs
Teacher	Support Staff	Observer 1	Observer 2
Positive Climate for Learning		Effective Planning (Differentiation Challenge)	
Active Engagement		Opportunities for Reflection	
Focus	4	3	2
	Inadequate ←	Requires Improvement ←	Good →
	1	2	3
	Outstanding	Outstanding	Outstanding
	1.1.1 / 3; 1.7.1 / 2/3	1.5.1 / 2/3/4	1.4.1 / 2/5;
	1.1.1 / 3; 1.7.1 / 2/3	1.5.1 / 2/3/4	1.4.1 / 2/5;
	1.1.2; 1.2.1 / 2/3;	1.4.1 / 2/3/4 / 5;	1.4.1 / 4/5
	1.5.1 / 2/3/4	1.4.1 / 2/3/4 / 5;	1.4.1 / 2/3
	1.2.2; 1.6.1 / 2/3/4	1.3.1 / 2/3	1.3.1 / 2/3
	1.3.1 / 2/3	1.3.1 / 2/3	1.3.1 / 2/3

Resources / Learning Support	Teaching
<p>PCL</p> <p>Room not set up for the lesson. Resources and students independent access to them is restricted</p>	<p>AE</p> <p>Teaching is inspiring and students are fully involved, responding enthusiastically to the teaching. A wide range of interactive and imaginative learning and teaching strategies are used. Students lead the learning and the teacher acts as facilitator.</p>
<p>EP</p> <p>No use of independent material or differentiated resources to support student's learning.</p>	<p>AE</p> <p>Teaching is sharp and has pace. Timely interventions ensure that all learners make rapid progress.</p>
<p>EP</p> <p>Additional adult not used effectively. Adults not aware of the needs of the group/individuals they are working with. Can provide too much or too little support.</p>	<p>AFL</p> <p>Range of differentiated questions used throughout the lesson. Understanding is checked in a range of ways. Teacher uses dialogue effectively to ensure learning of a very high quality. Students are actively engaged in asking the questions.</p>
<p>AE</p> <p>No use of ICT or interactive technologies.</p>	<p>EP</p> <p>The same high level of teaching continues within the independent group activities.</p>
<p>AFL</p> <p>No clear learning objectives (LO) and success criteria (SC)</p>	<p>OFR</p> <p>Plenary is used as an opportunity for student to assess their own learning. Teacher sums up by making explicit links to the next lesson.</p>
<p>AE</p> <p>Bland teaching with no use of interactive strategies. Little student contribution. Too much one-way teach talk.</p>	<p>AE</p> <p>Achievement is very good. Teaching is consistently challenging and interesting, stemming from excellent subject and pedagogical knowledge.</p>
<p>AE</p> <p>Lack of pace and teacher enthusiasm. Too much time is spent explaining. The lesson 'drags'.</p>	
<p>AFL</p> <p>Little use of open or differentiated questioning. Only a minority of students are engaged in the questioning.</p>	
<p>EP</p> <p>Teacher has no teaching focus during the independent task or is too focused on one group.</p>	
<p>OFR</p> <p>Lesson ends abruptly with no time for a plenary or plenary used solely for feedback 'show and tell'</p>	
<p>AE</p> <p>Teacher subject knowledge is patchy and challenge is insufficient</p>	

EP	Activities fail to match the LO	Activities show some reference to the LO / SC	Activities match LO / SC and fully engage the students and extend their learning.	Activities match the LO /SC and both stimulate and extend the learning
EP	Tasks are not differentiated or reliant upon differentiation by outcome and adult input.	Some provision for G&T, EAL and SEND who are seen to be making progress that is broadly in line with their capabilities.	G&T, EAL and SEND provision shows a good understanding of the student's learning needs, securing good progress and learning.	T&L activities show the teacher's ability to give all students access to the lesson. Challenging activities extend their current stage of learning.
PCL	Students are unaware of what they have to do or what they are learning.	Students understand the task and are generally focused, working steadily and occasionally showing high levels of enthusiasm and interest.	Students fully understand the tasks, apply themselves diligently to them, working towards the LO and are enthusiastic to complete them.	Students work on tasks enthusiastically with perseverance and concentration and understand how they are working towards the LO.
AFL	No opportunities for identifying misconceptions and addressing them.	The Teacher gives opportunities to check for understanding and intervenes if students are not clear about the task or LO.	They listen to, observe and question groups of students consistently to reshape tasks and explanations to improve learning.	The teacher is able to make quick, accurate assessments of class progress, systematically checking students understanding and anticipating interventions.
PCL	Students are not focused on the task. Poor behaviour management. Behaviour expectations are low, behaviours are ignored.	Behaviour management strategies evident and used to create, a largely calm working environment. Key students however are not focused in all sections of the lesson.	Consistent and effective use of praise, positive criticism and behaviour management strategies. Generally, a calm working environment.	Excellent use of praise, positive criticism and behaviour management strategies where needed. The high quality, stimulating teaching engages all students/ There is a purposeful but calm environment.
OFR	Expectations are inappropriate. The teacher is unaware if the students have met the objectives. Targets set for most students are too easy, too hard or too general.	The teacher lets the students know how well they are doing and has used this information to set targets that they understand. Regular and accurate assessment informs future planning. The teacher has made a rough assessment of the learning.	The teacher has made accurate assessments. Students are provided with detailed feedback orally or marked. They know how well they have done and can discuss what they need to do to sustain good progress.	The teacher has enabled the students to assess their own learning as well as tracking each group's attainment within the lesson. Students are helped to judge the success of their work and to set future targets and make improvements.
EP	No differentiation is evident in the student's work.	Limited differentiation is evident in the student's work.	A range of differentiation is evident in the student's work.	A range of differentiation is evident in the student's work which is of an excellent standard for their ability.
PCL	Work presented to a poor standard. No reference to presentation quality.	Work is presented to a reasonable standard with focused targets from the teacher.	Work is presented to a good standard and high expectations show that standards are improving.	High expectations resulting in an excellent standard of work from all students at their ability.
OFR	Marking is general and infrequent and does little to improve.	Work is marked regularly and students are aware of their set targets and the overall quality of what they have done.	Marking helps the students improve their work. Feedback on work (oral and marking) is well focused.	Feedback on work (oral and marking) is well focused, diagnostic and helps students to understand in detail how to improve their work. Students have shown efforts to do so.

Student progress and attainment

Marking and assessment

A separate judgement is made for:

- Quality of Teaching
- Achievement
- Behaviour and Safety
- Leadership and management (draw on evidence from the section Learning Support / Resources)

Record your findings and judgements on the evidence sheet. **Strengths and areas for development must be explicitly linked to the Teacher Standards.** Use the codes at the side of each section to help guide your targets.

A copy of the final observation record should be logged with Jill Massingham.



GROBY COMMUNITY COLLEGE
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Teaching and learning

Grobby's Outstanding lesson

Effective Planning:

- Differentiation – by group/by resources/through learning journeys (self differentiation)/by processes/by outcome
- Challenge and support – questioning, scaffolding, exemplar materials
- Independent learning
- Catering for the needs of different types/groups of learners/equality of opportunity

Productive In-class Experiences:

- Engaging starter
 - getting students thinking...
 - foster curiosity
 - to establish prior learning
- Purpose
 - differentiated learning objectives & success criteria – sharp and clear
 - the big picture
 - real life context
- Developing learning
 - active learning/participation of all
 - limited teacher talk/productive student discussions
 - collaborative learning/group work
 - pace
 - challenge – over time/throughout the lesson/deep learning
 - student self directed learning including developing questions/making choices/following learning pathways
 - structured independent learning
 - imaginative variety of multi-sensory activities
 - creating opportunities for awe and wonder
 - students leading the learning of others
 - explicit teaching of literacy and mathematics
- Assessment for/of learning
 - questioning at whole class and individual level – use of Blooms, think pair share
 - peer/self assessment
 - mini plenaries
 - progress – over time/in lesson – beginning, throughout, end

Positive Climate for Learning / Standards:

- Positive relationships including a welcoming purposeful manner
- High expectations
- Being a role model
- Developing confidence/ independence/ resilience
- Positive reinforcement/use of rewards/celebrating success
- Enthusiasm for the subject
- Risk taking
- Seating plans
- Use of LSA/other adults

Opportunities for reflection including:

- D.I.R.T. (dedicated improvement and reflection time)
- Constructive marking and feedback
- Reflection on own experiences
- Reflection on others' experiences
- Regular constructive homework
- Attainment of individuals informing ...
- Next steps



GROBY COMMUNITY COLLEGE
Achieving Excellence Together

Teaching and learning

Grobby's Outstanding Teacher

Planning and preparation

- Plans challenging tasks using imaginative/creative resources
- Uses data to support planning
- Differentiates planning to suit all learning needs of the class
- Plans to deepen student knowledge and understanding
- Knows their students' strengths and weaknesses
- Provides students with the 'big picture'
- Is flexible and able to adapt lessons to deal with student misconceptions
- Provides detailed feedback to students on how to further their learning
- Marks work regularly and effectively
- Excellent subject knowledge
- Well organised
- Meets deadlines

Climate for learning

- High expectations
- Has respect for all students
- Builds good working relationships with students
- Open to students' feelings and opinions
- Willing to praise students
- A good role model
- Willing to try new things and take risks
- Flexible
- Open to constructive criticism
- Excellent behaviour management 'firm but fair' approach
- Good working relationships with support staff

Personal attributes

- Approachable
- Enthusiastic
- Passionate/Inspiring
- Reflective
- Good motivator
- Patient
- Good sense of humour
- Emotionally literate
- Supportive of colleagues
- Team player
- Always prepared to further their own professional development



GROBY COMMUNITY COLLEGE
Achieving Excellence Together

Teaching and learning

Groby's Outstanding Learner

Personal attributes

- Confident
 - Open to new ideas
- Independent
 - Takes responsibility for their own learning
- Inquisitive
 - Curious and interested in their learning
 - Asks questions related to their learning
- Resilient
 - Willing to take risks
 - Asks for clarification if they are unsure
 - Can accept and respond to constructive criticism
- Evaluative
- Reflective
 - Can solve problems
 - Can apply knowledge to new situations
 - Can articulate their own thoughts
- Imaginative
- Creative
- Enthusiastic
- Sets personalised goals
 - Ambitious/has aspirations
 - Goes the 'extra mile'

Collaborative Learning

- Furthers the learning of their peers
- Team player, co-operative
- Engaged in their learning

Organisational / Personal attributes

- Well equipped and organised
- Conscientious
- Completes homework
- Meets deadlines
- Takes pride in their work
- Is fun and has a sense of humour



The Outstanding Lesson Plan Checklist



- Learning objectives focus on learning not doing
Success criteria is differentiated to match *ALL* abilities
- Students know the 'Big Picture' – Why are they doing this?
- Engaging starter
- Activities are engaging & stimulating
- Resources are differentiated
- Variety of activities – *PACE*
- Challenge
- You have included mini plenaries to refer back to learning objectives
- Peer/Self assessment activities
- Opportunities for teacher targeted questioning to check understanding/progress
- Included assessment of prior learning
- LSA is deployed effectively