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| **Focus Area**  Teaching and Learning Performance Grid: Lesson Evaluation | **Outstanding** | **Good** | **R.I.** | **Inadequate** |
| **Pupil Progress** | Almost all students make rapid and sustained progress. They learn exceptionally well within subject | Most students, including groups and SEND achieve well during the lesson | Requires improvement as does not meet the standard of “good” | Students or groups of students within the subject make little or no progress |
| **Engagement, motivation** | Teaching is exciting and inspirational with a wide range of creative teaching and learning activities. All students are engaged and there is a “buzz” in the classroom. | Teaching is stimulating and children are engaged and enthusiastic. Wide range of creative teaching and learning activities. | Requires improvement as does not meet the standard of “good” | Teaching is dull with little use of interactive strategies and pupil contribution. Learning is dominated by teacher instruction |
| **Planning & expectations** | Learning objectives are challenging within the range of ability and promote higher order thinking, engagement and enthusiasm. They are shared explicitly and students are clearly aware of expected outcomes by the end of the lesson. Learning is made relevant to students | Learning objectives are clear, shared with students and linked to prior and future learning. Students understand how to be successful in the lesson. | Requires improvement as does not meet the standard of “good” | Learning objectives are unclear and prevent clear understanding. They may well be task based rather than referring to knowledge, understanding and skills. Learner activities are not matched to the needs of pupils. |
| **Questioning**  **Assessment for learning** | Excellent and skilled use of open and closed questions to probe student understanding. Understanding is checked systematically and effectively throughout lessons with questioning, mini plenaries & AFL strategies used skilfully. Where necessary the information gained is used to reshape the lesson. Questions encourage higher order thinking focussing on justification and evaluation. | A4L learning strategies e.g. peer assessment, self-assessment and mini plenaries are used skilfully to assess progress. Teachers are able to ask a range of effective open and close questions to stretch understanding. Good use of randomised and directed questioning. The majority of students are questioned or engage in discussion during the course of the lesson. Teachers observe and skilfully question pupils in order to reshape tasks. | Requires improvement as does not meet the standard of “good” | Questions do not sufficiently challenge or stretch learning and are not used to inform the course of the lesson. Large numbers of students leave the lesson without being questioned or engaging in meaningful discussion. |

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| **Differentiation** | Tasks are challenging and match students needs accurately. Well judged, imaginative and often innovative strategies are used. | Tasks are challenging, match most students needs, enthuse and motivate. Effective strategies are used to that no students are unable to access tasks or m5ake sufficient progress. | Requires improvement as does not meet the standard of “good” | Learning activities are not sufficiently well matched to student needs, difficult to access tasks or tasks too easy so progress is inadequate. |
| **Use of additional adults** | Well directed TA reinforces and supports learning very effectively. They understand how the lesson fits into prior and future learning and are able to intervene to support progress. | Additional adults are well deployed and are act actively involved in lesson with clearly defined tasks. | Requires improvement as does not meet the standard of “good” | Additional adult provides an extra pair of hands but is unable to make significant interventions or support. They may seem uninvolved. |
| **Behaviour** | Teacher/other adult manages behaviour skilfully and highly consistently. Praise is directed and specific. Incidents of poor behaviour are dealt with swiftly and effectively so that they do not disrupt learning of others. | Behaviour is managed consistently well. Behaviour improves (or is outstanding) in the lesson as a result. Incidents of poor behaviour are dealt with swiftly and effectively with little impact on the learning of others. | Requires improvement as does not meet the standard of “good” | Procedures for managing behaviour are not clear or are not used consistently or a significant minority of pupils do not respond to them. |
| **Subject knowledge** | Teaching is based on expert knowledge of the curriculum and its stimulating rigorous | Teaching is well informed, confident, engaging and precise. | Requires improvement as does not meet the standard of “good” | Misconceptions arise from lack of teachers knowledge. |
| **Literacy, maths, SMSC, and communication** | Literacy development within the lesson is exceptional. Every opportunity is taken to develop reading, writing, maths and communication. | Literacy development is very effective with a range of skills being taught within he lesson. Some opportunities are taken to develop reading, writing, maths and communication. | Requires improvement as does not meet the standard of “good” | There is little evidence of activities or support to develop literacy, communication and maths skills. |