



LEARNING AND TEACHING POLICY

SENIOR SCHOOL

Governors' Committee normally reviewing:	Academic Committee
Date last formally approved by the Governors :	Autumn Term 2016
Date policy became effective :	September 2010

Period of Review:	Three Yearly
Next Review Date :	Autumn Term 2019

Person responsible for implementation and monitoring :	Assistant Head (Academic) HODs All teaching staff
Other relevant policies :	<ul style="list-style-type: none">• Curriculum Policy• Gifted and Talented Policy• Support for Learning Policy• English as a Second Language Policy• Assessment Policy• Literacy Policy• Spiritual, Moral, Social and Cultural Development Policy• Reporting Policy• Capability Procedure

The following policy covers the aims and ethos of the Senior School

[Aims of the School](#) Click here

[Ethos of the School](#) Click here

Mr Christopher Townsend
Head, Senior School

SAFEGUARDING STATEMENT

Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'.

EQUAL OPPORTUNITIES STATEMENT

The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of differences in ethnic background, culture, language, religion, sexual orientation, gender and disabilities, so long as in the last matter the student is able to involve himself or herself in the activity concerned; equally these differences will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect

LEARNING AND TEACHING POLICY

1. INTRODUCTION

Effective teaching and learning is our main priority and Felsted School has high expectations of students, teachers and school leaders. We hold true to the Round Square motto that there is more in each person, and that every student can improve continually.

2. KEY EXPECTATIONS OF THE STUDENTS

The 5Rs of the Felsted Philosophy of Learning sum up the expectations of the skills, attributes and behaviour in the classroom. The 5Rs have been used to produce a code of classroom conduct, which will be displayed in all classrooms (Appendix 1):

Ready: the learner arrives punctually at the lesson, ready to learn with the correct resources. He manages his own motivation, understanding that motivation is more effective when intrinsic and seeing purpose and value in all he does. He has self-belief and celebrates his achievement and is curious. He sets specific targets for individual lessons and sequences of lessons. He identifies why he is successful and applies these skills, attitudes and behaviours in a variety of contexts. He manages his own learning and considers different ways to complete a task. He can use the language of learning and is aware of his own strengths and learning styles, but is ready to use others. Intellectual curiosity is developed by the range of activities undertaken and is encouraged by all staff.

Resourceful: the resourceful learner takes the initiative to develop existing knowledge into what can be discovered, knowing how to apply knowledge and skills drawn from other areas of learning. She learns from others and a variety of sources, understanding the difference between research and copying. She is adept at finding, analysing and evaluating information and its source. She is flexible in her learning and tries out a variety of styles, whilst being aware and utilising individual strengths. She can communicate in a variety of ways, including using technology skilfully. She understands how the brain works and how humans learn.

Resilient: the resilient learner keeps going under pressure and does not give up. He takes risks in his learning and manages his feelings about teachers, peers and resources. He persists with and applies learned optimism and self-belief and empathises with others, using Emotional Intelligence. When stuck, he employs different approaches and uses different memory approaches.

Responsible: the responsible learner actively develops a sense of duty to self and others, being committed without the need for supervision. She is self-aware and knows her strengths and weaknesses, but does not use the latter to make excuses. She understands the impact her attitude and behaviour has on others. She takes ownership of her own learning, by presenting it with pride, using time outside of lessons to further her learning, goes beyond the minimum and understands how the influence of others will affect her learning. She can work with others and as part of a team and acts in a way that promotes growth not destruction.

Reflective: the reflective learner is curious. He can review progress and describe how he has learned. He will ask why learning has or has not happened and be able to evaluate, listen to different opinions and learn from his mistakes. He looks forward to feedback and translates it into specific

actions for future improvement. He practises and experiments with learning. He questions, observes, analyses, sees patterns and makes connections.

In addition:

- o To inform teachers in advance when an absence from a lesson is known and ensure that any work missed is copied up and completed. If the absence is owing to sport a permission slip should be signed by teachers, available from the team coach.
- o To bring the necessary equipment, including Planners, books and materials to all lessons.
- o To ensure that any holiday work set by teachers is completed to the best of his ability and to make effective use of such time to engage in further study.
- o To be polite, pleasant and tolerant, showing consideration at all times, accepting others for what they are.
- o To observe the Felsted School rules.

EXPECTATIONS OF SCHOLARS

Scholars at Felsted are expected to take the lead in many of the academic, intellectual and extra-curricular activities which are such an important part of the life of the School. To that end, Scholars are encouraged to develop as fitting examples to their peers, and it is important that Scholars should strive to maintain the highest personal standards during their career at Felsted.

All Scholarships and awards will be tenable throughout a successful candidate's career at Felsted, although continuation of tenure of any award will be subject to a satisfactory performance in the annual review of the performance, attitude and behaviour of all Scholarship and Award holders. Scholars will be expected to make a significant contribution to relevant co-curricular activities as detailed in the Scholarship policy.

3. KEY EXPECTATIONS OF THE CLASSROOM TEACHER

Effective learning and teaching are of paramount importance to classroom teachers in order to ensure that students achieve their potential.

There are five key qualities which encapsulate the expectations of teachers. They need to be doing the following effectively:

3.1 Communicating

The teacher has a responsibility to communicate engagingly with students using a range of strategies. Teachers should be aware of verbal and non-verbal communication and their behaviours, recognising that excellent teaching relies on excellent relationships with students, which emphasise positively students' potential and successes. Teachers will need to be effective listeners, being open-minded and non-judgemental, reflecting carefully on a student's contribution and enabling her to extend her thinking and carefully monitor the emotional state and reactions of learners. Teachers should plan the learning within and across lessons using a cycle of learning: linking back to prior knowledge; introducing or acquiring knowledge; practising or implementing this knowledge; consolidating their learning.

Although this cycle can be used in a single lesson, it should be adapted to suit the specific subject and topic. In some lessons, parts of the cycle will be repeated in shorter phases, in other subjects, particularly the creative arts and practical subjects, the cycle may stretch across a sequence of lessons. What is key is to recognise the different ingredients that leads to successful learning and teachers should be sensitive

to the content and the progress being made by their students. Lessons should be carefully planned and utilise a variety of well-produced learning resources. Transitions between activities are meaningful and managed. In their simplest form, transitions are used as an opportunity to refocus on learning objectives and reviewing progress towards them. They can also be used to mark the increasing complexity of the expected student response.

3.2. Connecting

The teacher employs a holistic approach to know the students she is teaching: their ability, perspectives and experiences. She prioritises behaviours and habits which lead to positive relationships by being enthusiastic about her subject, using a variety of resources, including technology (but avoiding becoming over-reliant on any one technique) and praising and recognising progress of all individuals. The process of learning is explicit and students understand how and why they were successful and where they are in their learning.

She creates opportunities for students to develop and promote their personal interests and aspirations. The best lessons will have an emotional resonance for students, connecting them deeply to learning and creating “buzz”. Students will be engaged with the learning as a result of a clarity of purpose and process, an emotional attachment to the subject and a supportive learning environment. Lessons are conducted at an appropriate pace and students are responsible in their approach to learning and behaviour.

Leadership skills will be promoted and taught, most notably through group work and giving students opportunities to teach others. Students will be explicitly taught the skills to work successfully as a group.

3.3 Challenging

All students, regardless of ability, should make excellent progress within lessons and series of lessons. For this to happen teachers must be aware of and utilise planned strategies for students with Special Educational Needs and Disabilities, non-native English speakers, those on the Gifted and Talented register (including scholars) and recognise the needs of the different sexes. Learning must be carefully scaffolded to ensure that there is an increasing complexity in student responses. Bloom’s or Anderson’s Revised taxonomy are useful tools to analyse the complexity of tasks. Students have opportunities to develop literacy, numeracy and ICT skills as well as use higher order thinking skills. Teachers teach their subjects with expertise and enthusiasm. They use questioning skilfully to develop student thinking as well as knowledge, using open-ended questions whenever possible.

Students should experience and welcome appropriate challenge in thinking and expectation, being aware of their potential in individual subjects, but be provided support as necessary to each individual to meet the challenge. Teaching and teacher behaviour will show awareness of how the brain works and emotional aspects of learning, and communicate that intelligence is not fixed but varied and flexible. TAs will be used carefully to support individual students and will, therefore, need to be aware of lesson objectives before the lesson. In this way all learners will achieve and exceed target grades.

3.4 Creating

Teachers skilfully develop a culture and ethos where students flourish and their effort and progress rather than intelligence are recognised. Resources and subject matter are stimulating and activities are often open-ended allowing students to express their learning individually. Students and teachers take risks and are not bound by exam requirements. They learn from their mistakes and support their peers. Wall displays

are attractive and celebrate student work. There is variety in tasks to be completed outside of lessons and opportunities to complete activities which will grab the attention. Where research tasks are set, research skills will be explicitly taught. Lessons will also make a contribution to the social, moral, spiritual and cultural development of students.

3.5 Clarifying

Teachers recognise the importance of assessment to improve student progress and communicate this to students as subject teachers and tutors. There are frequent opportunities for formal and informal assessment. In lessons students are aware of what they have learned and areas of weaknesses at the start, what precisely they will learn and will periodically during the lesson review their own work and that of others, as well as having brief teacher feedback. At the end of the lesson they will be able to express and evidence what they have learned and whether they have made good or excellent progress. Students have opportunities to think about how they learned and how well they have learned (metacognition) Through formal testing and extended tasks to be completed outside of lessons teachers give specific feedback, being aware that comments and praise for effort are more important than grades, and opportunities to students to assimilate the feedback and review progress in light of previous targets. As a result of staff feedback, students are able to set targets which help them make greater progress, either in a specific subject or with their tutor. Teachers are skilled at supporting this process and have high expectations of the quality of targets. Teachers are aware of student potential through Value-added measures and use this information carefully to increase students' expectations of themselves and self-belief. Each term teachers spend time with individuals to discuss their progress towards target grades in conjunction with gradings data.

Monitoring of learning quality

The quality of learning and teaching will be supportively monitored in a number of ways. Staff will receive feedback through:

- Observation
 - by HoD, SLT line manager, Assistant Head (Academic), Senior Deputy Head, Headmaster;
 - as part of Department review or self-review;
 - by a colleague as part of professional development activities.
- Work scrutiny
 - conducted by Headmaster, Senior Deputy Head, Assistant Head (Academic) or as part of Department Review or Self Review
- Student voice
 - conducted by HoD or as part of Department Review or Self Review
- Data analysis
 - conducted by HoD, following gradings or public exams.

Feedback is supportive and to allow middle and senior leaders to review and set developmental targets. The departmental SEF will be filled in annually to support self-review. For individual teachers it will give them the opportunity to identify areas they would like to develop and the support they can expect from the school's INSET programme. The PDR target setting in September and review discussion at the end of the year are key points for this process. The INSET programme will be guided by the outcomes of review.

If an individual member of staff is judged not to be meeting the expected level of performance as defined above, he or she will be informed by the HoD or Assistant Head (Academic). Informal targets will be discussed and adopted and support

provided. If this does not lead to the necessary improvement, the Headmaster will be informed and a capability procedure undertaken.

Management of Behaviour

Teachers are expected to manage the behaviour and classroom ethos positively, using reward liberally and consistently. At times, however, there are likely to be digressions from expected levels of behaviour. Minor infringements should be managed positively and swiftly. More significant disruption should be managed with the support of the HoD and Assistant Head (Academic) for classroom issues. Please see the Behaviour Policy for more details on both sanctions and rewards.

Absence

- o Lessons where a teacher knows of his absence in advance should be planned carefully with clear instructions left for the teacher covering on the MIS. If a colleague is sick, but able to set relevant work, this is appreciated by the school. Frequent cancellation of Sixth Form lessons must be avoided and cover requested if necessary.

Registering students

- o The teacher should be present at the beginning of the lesson and should ensure the students enter the room in an orderly fashion.
- o A check of students' attendance should be made each lesson. All Sixth Form lessons, including Supervised Private Study Periods (SPSP) should be registered.
- o Where a colleague is covering for an absent colleague, the register can be accessed via the MIS.

Setting, Marking and Recording Work

- o Teachers are expected to set tasks regularly to be completed during study time and provide clear feedback (please see Assessment Policy for more detail).
- o Tasks are set for each day excluding Sunday. The pupils normally have tasks from three subjects per day.
- o Study time takes place Monday – Friday from 7 – 8.30pm. Preps are allocated on their timetables (on the MIS) for students in years 9 – 11 and teachers should set tasks as specified.
- o Any given task should take the average pupil in the set 30 minutes to complete. If an extended task is set then it should be set over more than one entry in the Study Calendar.
- o Tasks should be recorded by students in their planners and by teachers on the MIS.
- o Students are expected to make every effort to complete work set by the deadlines given. If there is a valid reason why this has not been possible then this information should be available to all members of CR via the absence system or from the pupil's HM.
- o It is expected that all members of CR will check that tasks have been done and to a satisfactory standard (see Academic Sanctions in Behaviour Policy).
- o To be out of the House during study time, the permission of the duty House Tutor must be sought and students must sign out. Those in Years 9 and 10 wishing to work in the Library should produce a note from a member of the House staff when seeking permission. Anyone who has permission to work in an area other than in the House must be in that area by 7.00pm and remain there until 7.45pm or 8.30pm. Sixth Formers may work in the Sixth Form Centre during study time but should ensure that they sign out. Sixth Formers remaining in House should be working during study time.

- o Study time finishes at 8.30pm but students should be encouraged to continue with work if necessary to complete their work to a satisfactory standard. There will be quiet in house to allow this until 9pm and students may not leave house until after 9pm. Sixth Form students are expected to manage their own time in order to complete their work to the required standard and Sixth Form students should be encouraged to set a good example to younger pupils with regard to their academic studies.

Independent Study for Sixth Form

The Sixth Form does not have prep allocated on their timetable since the prescription for Sixth Form work varies between subjects. However, it is reasonable to expect that students will have at least one piece of written work per week to complete per subject at most times of the year. A Level students should expect to match the amount of time spent on prep with their own independent study: they should expect to receive three hours' prep per subject in the L6, and up to four hours in the U6 each week. IB students should expect four hours per HL subject and three hours per SL subject each week. At certain times, particularly in the Upper Sixth, additional work will be required from IB students for their Theory of Knowledge presentation and assignment and for the research and completion of their Extended Essay.

Target Setting

- o Teachers should use the data supplied by the school on value added to set realistic and challenging targets to improve performance.
- o Targets and target grades should be discussed and agreed with the students.
- o Targets should be recorded that are meaningful, realistic, and achievable with a time scale.
- o Targets should be reviewed regularly and modified appropriately.
Please see Assessment Policy for greater detail.
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4. KEY EXPECTATIONS OF THE HEADS OF DEPARTMENT

In their management of departments, Heads of Department must prioritise effective learning and teaching in order to optimise student potential, a positive learning experience and grades.

- o To lead the Department by example and set high standards that can be sustained.
- o To create an atmosphere that has a focus on learning and teaching and the sharing of good practice.
- o To communicate the teaching and learning aims of the Department.
- o To keep abreast of relevant curriculum development and cascade to the Department and to disseminate information to staff efficiently, effectively and promptly.
- o To manage the budget and resources to ensure effective learning and teaching.
- o To draw up the Department Development Plan, setting priorities and targets for the Department within the context of the School's Development Plan.
- o To agree subject based targets and objectives for teachers within the Department and to support their wider professional development activities.
- o To ensure that the Department Handbook is updated and contains all necessary policies and Schemes of Work.
- o To measure and monitor the performance of teachers within the Department in line with the agreed Department targets using the different activities outlined under "monitoring" above.
- o To be accountable for the standards of learning and teaching within the Department.

- o To undertake appropriate training to ensure that middle leadership skills are fully developed.
- o To evaluate the strengths and identify developmental areas as part of the annual departmental SEF.

5. KEY EXPECTATIONS OF THE HOUSE TEAMS

In their management of their Houses, the support of the School's Learning and Teaching Policy must be of paramount importance to the HM and the House team in order to optimise student potential and grades.

- o Ensure that pupils work sensibly during study time, to the best of their ability, taking responsibility for their own learning, respecting the rights of other students to do the same.
- o Encourage a responsible attitude within the House to academic work, which fosters an atmosphere that identifies that academic study is often necessary at times other than prep.
- o Most house staff are tutors who should take responsibility for monitoring the academic progress of their tutees and setting challenging targets.
- o Tutors should alert relevant house and academic staff where they have judged a tutee to be in danger of under-achieving.
- o Tutors should discuss and lead reflection on their tutees' development of the skills and attributes outlined under the 5Rs above.

6. KEY EXPECTATIONS OF THE CO-CURRICULAR

In their oversight of co-curricular activities, CR can support the School's Learning and Teaching Policy in order to optimise student potential and a broad learning experience.

- o To be aware of the academic achievement and the academic pressures of students involved in their activity.
- o To support and encourage students involved in their particular activity in their overall academic development.
- o To enable students to develop the 5Rs outlined in the Felsted Philosophy of Learning.

7. KEY EXPECTATIONS OF THE HEADMASTER AND THE LEADERSHIP TEAM

The Headmaster will work with the Governors and Leadership Team to secure and sustain effective learning and teaching throughout the school, whilst monitoring and evaluating the quality of teaching and standards of student progress and achievement through target setting.

- o Ensure that learning and teaching is of the highest priority.
- o Create and maintain an environment and a code of behaviour which promote and ensure good teaching, effective learning, high standards of achievement, good behaviour and discipline, and which enable teachers to meet the standards set out in the Common Room Handbook.
- o Determine and implement a full, broad and balanced curriculum and its assessment.
- o Monitor and evaluate the curriculum in order to identify and implement areas for improvement.
- o Ensure that effective and appropriate support is available to all students and teachers.
- o Create and maintain an effective partnership with parents to support and improve students' achievement, personal development and well-being.

- o Promote positive strategies which encourage respect for all members of the school community regardless of age, gender, ability, race, religion and sexual orientation.
- o Develop effective links with the community to extend the curriculum and enhance learning and teaching.
- o Monitor and evaluate the quality of teaching and standards of learning and achievement of all students, including those with additional needs.

8. REVIEW

This Policy is reviewed by SLT, HODs and the Governors' Academic Committee regularly.

Mrs S Capewell
Assistant Head (Academic)

September 2016

SAFEGUARDING STATEMENT

Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding and Promoting the Welfare of Pupils Policy'.

EQUAL OPPORTUNITIES STATEMENT

The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of differences in ethnic background, culture, language, religion, sexual orientation, gender and disabilities, so long as in the last matter the student is able to involve himself or herself in the activity concerned; equally these differences will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.

APPENDIX 1 – CODE OF CONDUCT / THE 5 R's

The 5 Rs: what do they mean to me?

*In order to be successful in your learning (in the classroom, on the sportsfield, on the stage, in the concert hall) you need to know how to learn and be more independent in your learning. The 5Rs are useful measures to see how well your learning is progressing. **You will have an increasingly sophisticated understanding of them as you move up the school.** Here is a summary of what they mean – assess yourself out of 5 for each one and use them to set targets.*

Ready	
<ul style="list-style-type: none"> ● You understand why you should be on time (and are!). ● You have what you need to learn. ● You are motivated and know how to motivate yourself towards tasks you do not necessarily enjoy. ● You celebrate your achievements and don't try to hide your success. ● You have belief in yourself. ● You apply skills in different situations. ● You find different ways to approach a task. ● You can describe your learning using appropriate language and are aware of your learning styles. 	
Resourceful	
<ul style="list-style-type: none"> ● You take the initiative and actively seek to find out more. ● You apply what you have learnt elsewhere in a new situation. ● You are skilled in research and learn from a variety of sources. You don't copy. ● You are good at analysing and evaluating information. ● You are flexible and can do things in different ways. ● You can communicate in different ways; you write and speak well and can use technology to enhance communication. ● You know how your brain works and how you learn. 	
Resilient	
<ul style="list-style-type: none"> ● You keep going when you find it difficult and don't give up. ● You take risks. ● You are in charge of your behaviour and do not let negative feelings affect your learning and relationships. ● You are emotionally intelligent, understanding and empathising with the thoughts and feelings of others. 	
Responsible	
<ul style="list-style-type: none"> ● You work without being supervised. ● You know your strengths and weaknesses, but don't make excuses. ● You use your time outside lessons wisely to learn more. ● You present your work with pride and do more than the minimum. ● You contribute well to a group. 	
Reflective	
<ul style="list-style-type: none"> ● You are curious ● You review your progress and set SMART targets. ● You learn from mistakes and act on advice. ● You question, analyse, see patterns, make connections and draw conclusions 	

Felstedians must do everything they can to help others and nothing which hurts or offends them.

We will NOT:

- Stop teachers from teaching and students learning.
- Drift off task either through inattentiveness or talking.
- Fail to complete tasks to be completed during study time or coursework on time or to the best of our ability.
- Be rude to staff or students or belittle their successes or difficulties.
- Disrupt the learning by shouting out or immature behaviour.

APPENDIX 2 – LESSON PLAN

Teacher Name		Subject	
Class		Number of Boys/Girls	
Date of Lesson		G and T Students	
Period of Lesson		SEN Students	
Observer		EAL Students	

Lesson Topic	
Agreed Observation Focus	

Learning Objectives	
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The Plan	
Learning Chunks - Starter, plenary, AFL, teaching strategies used, Student/Teacher Led	
Teaching	Learning

Differentiation strategies should ensure learners will have progressed in the following ways:		
All learners will have	In addition, many learners will have	Most able learners will have

Information about particular students

A guide/prompt for consideration in planning a lesson and for discussion post lesson

Learning

Are good learning habits fostered
e.g. punctuality, students bring correct equipment, use of academic diary, prep handed in on time, files/books kept carefully?
Are students engaged actively in the lesson?
Do the students have to think analytically, creatively or to reason?
Are students able to show independence or initiative?
Do boys make progress in line with the purpose of the lesson?
Is the attainment at the level expected for these pupils?
Do students understand how work is assessed?
Do they peer or self-assess?
Are wider skills developed e.g. ICT or co-operative work?
Do students enjoy the lesson?
Do students broaden their SMSC understanding, or make links to other parts of the curriculum?
Do the students show interest and is endeavour sparked?

Teaching

Is a productive relationship nurtured with the class and individuals?
Are high expectations set for behaviour and learning?
Does the teaching convey interest and enthusiasm for the subject?
Are resources prepared and used well?
Is there appropriate variety in the activities used, and do they engage students?
Is differentiation evident in pace, questioning, dialogue, activity?
Does teaching promote good behaviour?
Are explanations clear?
Is subject knowledge excellent?
Are all students challenged?
Are students encouraged to use subject-specific language precisely?
Is the purpose of the lesson clear to students? Are success criteria shared?
Are students set work that allows the teacher to assess progress? Does the teaching respond to assessment?
Are SfL/EAL students supported appropriately?
Is the key learning summarised in a plenary, or similar?

Work Scrutiny

Are books/files up-to-date and kept with pride?
Is the volume of work in books/files as expected or better?
Is the quantity of marking as expected or better?
Is there evidence of a continuous, formative dialogue between teacher and students in written work?
Is there evidence of student action/response/improvement from marking?

Teachers' Standards

A teacher must:

- 1 Set high expectations which inspire, motivate and challenge pupils
- 2 Promote good progress and outcomes by pupils
- 3 Demonstrate good subject and curriculum knowledge
- 4 Plan and teach well-structured lessons
- 5 Adapt teaching to respond to the strengths and needs of all pupils
- 6 Make accurate and productive use of assessment
- 7 Manage behaviour effectively to ensure a good and safe learning environment
- 8 Fulfil wider professional responsibilities

Some further guidance on lesson planning

What should I do as a teacher

1. Know the abilities of all the students (to avoid students resting on their laurels, to extend certain students)
2. Ensure there is good quality feedback in the books/files/chromebooks/etc
3. Have a plan of what you are going to cover in the lesson (see ideas sheet for what good things can happen in a lesson) and over the next few weeks and have a good understanding of the end game
4. Ensure that your pace is appropriate to keep engagement and to help students achieve progress
5. Ensure that students feel safe - are there clear boundaries?
6. Consider whether you take risks?
7. Consider what students are learning, what is the rate of learning, how are they learning?

Examples of Good Practice in lessons at Felsted

Starter - is there one - or anything that activates the lesson
Pace - crucial to help the lesson have structure - it can be

Plenary - how have the students reflected on their learning - this can happen multiple times throughout the lesson. It is good practice to finish with a roundup of the learning

Chunks - a lesson might be 3 part or 5 part or many parts with many plenaries

Reference to Assessment - what is the end goal - have I referred to how the learning fits into the requirements of the course

ideas...

Traffic light hand in books - green pile for those who think they are doing well - amber and red

APPENDIX 3 – LESSON OBSERVATION FORM

Teacher:	Observer:	Date:	Subject:	Year Group - No of students -
Agreed focus for -				
Teaching			Learning	
Feedback summary				
Actions to take forward				
Feedback completed:		Date	Signed:	Observer

A guide/prompt for discussing the lesson and giving feedback

Learning

Are good learning habits fostered
e.g. punctuality, students bring correct equipment, use of academic diary, prep handed in on time, files/books kept carefully?
Are students engaged actively in the lesson?
Do the students have to think analytically, creatively or to reason?
Are students able to show independence or initiative?
Do boys make progress in line with the purpose of the lesson?
Is the attainment at the level expected for these pupils?
Do students understand how work is assessed?
Do they peer or self-assess?
Are wider skills developed e.g. ICT or co-operative work?
Do students enjoy the lesson?
Do students broaden their SMSC understanding, or make links to other parts of the curriculum?
Do the students show interest and is endeavour sparked?

Teaching

Is a productive relationship nurtured with the class and individuals?
Are high expectations set for behaviour and learning?
Does the teaching convey interest and enthusiasm for the subject?
Are resources prepared and used well?
Is there appropriate variety in the activities used, and do they engage students?
Is differentiation evident in pace, questioning, dialogue, activity?
Does teaching promote good behaviour?
Are explanations clear?
Is subject knowledge excellent?
Are all students challenged?
Are students encouraged to use subject-specific language precisely?
Is the purpose of the lesson clear to students? Are success criteria shared?
Are students set work that allows the teacher to assess progress? Does the teaching respond to assessment?
Are SfL/EAL boys supported appropriately?
Is the key learning summarised in a plenary, or similar?

Work Scrutiny

Are books/files up-to-date and kept with pride?
Is the volume of work in books/files as expected or better?
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- 2 Promote good progress and outcomes by pupils
- 3 Demonstrate good subject and curriculum knowledge
- 4 Plan and teach well structured lessons
- 5 Adapt teaching to respond to the strengths and needs of all pupils
- 6 Make accurate and productive use of assessment
- 7 Manage behaviour effectively to ensure a good and safe learning environment
- 8 Fulfil wider professional responsibilities