

The Coopers' Company and Coborn School



What is good teaching?

Identifying challenge in teaching & learning

THE QUALITY OF TEACHING		
Aspect	Good	Outstanding
T1.Does the teacher plan effectively, with clear learning objectives and suitable learning strategies?	Provides a good framework for challenging more able pupils.	Links are made with future learning. Differentiated success criteria and layered curricular targets allow all pupils to make good progress. Planning is used flexibly to embrace new ideas, feedback from formative assessment and unexpected progress.
T2.How good is the teacher's command of areas of learning and subjects?	Extend learning by providing relevant first-hand experience, drawing on links with other subjects or areas. Are able to cater for the more able. Select and use appropriate resources that interest and challenge pupils from a range of cultural backgrounds.	Illuminate and enrich their teaching. Inspire pupils. Extend learning by providing relevant first-hand experience, drawing on different contexts and a wider body of knowledge or links with other subjects. Encourage pupils to ask challenging questions and answer them accurately or encourage pupils to find out for themselves or from each other.
T3.How well does the learning environment support good teaching & learning?		Examples of particularly good work, including work in progress, are annotated so pupils can see what they should be aiming for. Facilitates independent learning. Key curricular targets are supported through visual prompts and displays. The learning environment fosters positive affirmations to support a 'can do' culture.
T4.How good is the start of the lesson?	The teacher sets an aspirational tone to the learning by having high expectations. The teacher engages all pupils quickly and there is a sense of anticipation and excitement.	Learning objectives are shared clearly both visually and orally, identifying a clear purpose to the learning based on previous and future learning. The teacher explains the process by which the learning will take place. The teacher assesses previous learning through probing questioning and uses this to inform the pace and content of the lesson – using planning flexibly.
T5.How well does the teacher interest, encourage, engage and challenge pupils?	Activities are stimulating with relevant learning experiences. Planned questioning is used to provide frequent opportunities for higher order questioning. Pupils are encouraged to verbalise their thinking through whole class discussions and response partners. The teacher seeks to extend pupils intellectually, physically and creatively. Lessons have pace.	Activities are stimulating and challenging with vivid and relevant learning experiences. Pupils are regularly prompted to develop and justify answers, speculate and hypothesise. Pupil questions and pupil motivated enquiry are welcomed. Pupils are encouraged to persevere to solve problems through the application of well-rehearsed strategies. Stimulates creativity, imagination and independence. The teacher assesses understanding through probing questioning and uses this to inform the pace and content of the lesson. Lessons have good pace but allow time for consolidation and reflection. ICT is used where appropriate to extend and enrich the learning experience.

T6.How effectively does the teacher promote equality of opportunity and ensure inclusion?		Teaching methods and resources are properly matched to meeting the needs of all pupils in the class.
T7.How effectively does the teacher make use of teaching assistants and other staff?		Teaching assistants are encouraged to work with more able pupils as well as with those with additional needs.
T8.How effectively does the teacher use the plenary to reinforce learning and assess understanding?	The plenary is used as an opportunity for pupils to reflect on what they have learned and what they need to do to progress further. Sets the context for the next lesson/future learning.	Lessons culminate in an interactive session that encourages pupils to reflect on their learning, not just what they have learned but what has helped them to learn, and what they need to do next. Links are made with the next lesson/future learning.
T9.How well does the teacher assess pupils' work thoroughly and constructively?	Learners are regularly involved in helping to assess their own work. Pupils are set appropriately challenging targets, know what these are and are able to talk about their progress towards them. Pupils are routinely given the opportunity to discuss and act on advice given for improvement.	Pupils are helped to judge the success of their work and to set targets for improvements. Pupils are encouraged to monitor their own progress against their targets and seek further challenge where these are achieved. Pupils are encouraged to consider what they could do to improve or refine their work and given the opportunity to do so.

THE QUALITY OF LEARNING

Aspect	Good	Outstanding
L1.To what extent do pupils demonstrate, at the start of the lesson, that they have acquired knowledge or skills in their work and can apply this in new learning?	When asked can apply what they have learned to new situations. Understand how current learning relates to previous work. Ask and answer questions related to their work.	Are creative and show initiative and apply learning to new situations. Ask questions and show eagerness to learn.
L2.To what extent do pupils show engagement, application and concentration to work productively?	Pupils are eager to engage in learning and have good work habits. Work well and are not easily distracted. Consistently produce work of a good standard and respond to guidance on they can improve further. Know that there are different learning styles and will use these when encouraged to do so.	Pupils are eager to engage in learning and have very good work habits that maximise time for learning. Work intently and are not distracted. Go beyond the set task or extend the scope of their learning. Understand their preferred learning styles and are able to select appropriate strategies for completing tasks. Are confident to use their first language in group and class discussions and this enhances their learning.
L3.To what extent have pupils developed the capacity to work independently and collaboratively?	Show initiative and take responsibility for organising the resources they need.	Pupils show a mature attitude to collaborative learning, listening to the opinions of others and expressing their own ideas sensibly. Identify roles and responsibilities within a group situation. Where required, complete work unaided.
L4.To what extent do pupils show that they have acquired new knowledge, skills and ideas, and developed their understanding both within the lesson and over time?	Understand how current learning relates to previous work and what comes next.	Pupils make very good progress both within individual lessons and over time. Can explain confidently and clearly what they have learned. Are creative and show initiative and apply learning to new situations. Ask questions and show an eagerness to learn.

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Original author, Heather Clements.

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