‘The Red Book’
Early Years & Primary Initial Teacher Education

Formative and Summative Assessment Guidance & Support

Achieving the Standards for Qualified Teacher Status

Lesson observation, target setting & grading support – A guide for school and university-based tutors.

Updated November 2015
See on the website for information on the following:

**Synthetic phonics: Phase 1 observation feedback grid** (SSP Link)
**Guided reading: lesson observation feedback grid** (Guided Reading Link)

**Common Framework Trainee Teachers Standards**
Trainee Teachers Standards Assessment Descriptors 2015 – 2016
Guidance notes: Reaching a judgement about a teacher trainee’s attainment Guidance for Part two: Personal and Professional Conduct
Teachers’ Standards Assessment Descriptors for Trainee Teachers S1 to S8
Part Two: Personal and Professional conduct Assessment Descriptor

**Cause for Concern Guidance**
Guidance for supporting students who are a ‘Cause for Concern’

**Appendix 1**
Cause for concern Referral Form (Pdf Object)

**Appendix 2**
Action plan for ‘Cause for Concern’

Moving to “Good or Better” guidance and action plan (In the Policies & Forms section of the website)
**Introduction**

This booklet provides frameworks for assessing student teachers against the Professional Standards for QTS, the revised OfSTED assessment criteria for Initial Teacher Education (ITE) and subject-based checklists which should help to inform judgements on individual lessons. The purpose of the booklet is to support mentors (Associate Tutors) in both the formative and summative assessment of student teachers so that there is as much consistency as possible across the early years and primary partnership. It is both an **Assessment Guide** and a **Developmental Tool** that may help Associate Tutors and Link Tutors to develop greater confidence in the validity and consistency of their judgments.

Importantly, this document’s inclusion of procedures for assessing against the revised OfSTED assessment criteria for ITE has taken fully in to account a shared approach agreed between all of the ITE providers in the North West government region and has aimed to tackle the need to block QTS standards so that they align with these criteria. Introduced during 2010/11, these procedures serve to:

- Track the progress of student teachers and inform their professional development
- Identify those to be recommended for Qualified Teacher Status

Please see the important notes in the new Common Framework for Trainee Teachers Standards, which includes the assessment criteria grids.

There are **new inclusions** on Observing Systematic Synthetic Phonics Teaching and Guided Reading and, as this is a particular agenda for all involved in ITE, all observing and assessing ITE students’ teaching are particularly encouraged to acquaint themselves with this new support guidance.

This edition includes important **new guidance** on defining, initiating and processing ‘Cause for Concern’ and readers’ are asked to read this carefully.

**How to use the booklet**

**Section 1:** This section is a newly included page with Early Years / Primary suggestions on the characteristics that describe a ‘good learning experience’. It is the result of a desire to see a generic language being adopted that is suitable for supporting the assessment of student teachers whether in the Early Years or Primary phases. It is this section that is most effectively used to support student teachers working in the early years.

**Section 1a:** This section contains subject-specific checklists providing support for the **formative assessment** of student teachers on placement **including in the teaching of systematic synthetic phonics and reading**. They have been produced by university subject tutors in consultation with school/setting-based colleagues and are specifically useful in further supporting assessment of student teachers working in Key Stages 1 and 2. Since it is specific to an individual subject, a checklist focuses attention on elements of the Standards that are especially significant in relation to that subject; it will also reflect, where appropriate, relevant national strategies. The checklists reflect the content of the Standards but are not necessarily organized in the same format as the Standards; the various elements – Professional Attributes, Professional Knowledge and Understanding, and Professional Skills – are embedded within the checklist.

The checklists refer, not only to features of practice that might be identified by observing teaching, but also to elements that may be evidenced in other ways such as examining a student teacher’s lesson plans, assessments / records and evaluations.

**The checklists are most likely to be of value when observing individual lessons / learning experiences; they provide an indication of features of good practice, which subject tutors would look for in a good lesson / learning experience, and also specify features which might indicate areas of weakness that might lead to a cause for concern.**
This section should be useful in providing feedback to student teachers on observation proformas. It may also be helpful in the process of individual target setting for student teachers.

**Common Framework Trainee Teachers Standards:** The grid contained in this section is generic and introduces new arrangements and descriptors for assessing and grading student teachers seeking to gain Qualified Teacher Status. Developed for shared use by a consortium of NW providers of Initial Teacher Education, they are compatible with both the professional standards and the revised OfSTED assessment criteria for Initial Teacher Training. They serve to:

- Track the progress of student teachers and inform their professional development
- Identify those to be recommended for Qualified Teacher Status

Importantly student teachers are assessed using these same criteria at a number of ‘Key Assessment Points’ (KAP) through their teacher education course. Students are likely to see an improved grading as they progress from KAP to KAP. See the important notes starting on page 2 of the Common Framework Trainee Teachers Standards for further explanation of this important development.

**Cause for Concern Guidance:** New in this edition is this section providing guidance on identifying, supporting and processing students who may exhibit a ‘Cause for Concern’. This section should further improve consistent work with such students and is very important reading for all Associate Tutors and Partnership / Link Tutors. There are supporting documents and referral forms at the end of the section.

These booklets has been produced by the Partnership Managers, the Director of School Partnerships and Partnership Tutors working closely with Programme Leaders, Cohort Leaders, Personal Academic Tutors, Primary Subject Coordinators and a wide range of subject tutors. Head teachers and school-based mentors have also been closely consulted. We hope that the revised booklets continue to be of help in supporting the vital work done across the early years and primary partnership.

An on-line version of this booklet can be found in Education Partnership web-area at:

[http://tiny.cc/UOCPartnershipPaperwork](http://tiny.cc/UOCPartnershipPaperwork)
Section 1 ~ Characteristics of a Good Learning Experience

The guidance in this generic section describes good learning and teaching experiences in a non-key-stage-specific way, intended to be used to support both Early Years and Primary students.

Section 1.1a has specific guidance on good Early Years practice.  
Section 1.2a offers guidance on the characteristics of good learning and teaching in English, Phonics, Reading and Maths in KS1 and KS2.  
Section 1.3a offers guidance on the characteristics of good learning and teaching in other curriculum subjects for KS1 and KS2.
CHARACTERISTICS OF A GOOD LEARNING EXPERIENCE
A checklist to support observations and target setting

Context

☐ The context of the activity should be accessible, fun and interesting for the children.
☐ The children’s prior experience, including any likely misconceptions, should be taken into account.
☐ The activity should be appropriately linked to the National or EYFS curricula.
☐ The activity should allow for a balance between developing the children’s skills and their knowledge and understanding, including conceptual understanding.
☐ Where appropriate, cross-curricular links should be made.

The Student’s Learning

☐ The student should highlight which aspects of their pedagogy they aim to develop in the activity and link these to appropriate targets.
☐ The student’s curriculum/subject knowledge must be adequate.

The Children’s Learning

☐ All the stated National Curriculum or EYFS statements should be linked to clear, focused learning objectives.
☐ The learning objectives should be differentiated and so made accessible to all the learners.
☐ Clear success criteria should be specified and the children involved in deciding how they can attain these and, if appropriate, link them to their own targets.
☐ The student should gather assessment evidence in an effective manner.
☐ The children’s learning should be extended by the activities.
☐ The student should recognize that children may achieve additional learning to that planned.

The Learning experiences

☐ The student should have made good use of suitable resources and organized these effectively.
☐ Any health and safety risks should be identified and relevant safe practice planned for.
☐ Timings should be realistic.
☐ Activities should be planned in such a way as to link with the children’s skills and ideas and to let them test and develop these.
☐ The student should use appropriate vocabulary and question the children in such a way as to encourage them to bring their own experiences to the lesson in a non-threatening way.
☐ The children’s responses to the activities, and associated questions, should be valued, explored and developed, and they should be allowed to have appropriate control over organizing the activities and their learning.
☐ Good use should be made of any extra adult support available.
☐ The children should be allowed to evaluate, interpret and share their findings.
☐ The activities should enthuse and interest the children.
☐ There should be a balance of adult led and child initiated learning experiences using both the indoor and, where appropriate, the outdoor learning environments.
Section 1a ~ Characteristics of Good Learning and Teaching ~ Observation and Target-Setting Checklists
Section 1.1a

Good Practice in the Early Years
This section has been written to support those students who are working with children from birth to five, including children completing their reception year.

General Principles of Good Early Years Practice
The statutory curriculum for children from birth five is currently the Early Years Foundation Stage document (2007) http://nationalstrategies.standards.dcsf.gov.uk/earlyyears and this should lead all practice with children from birth to five, including children completing their reception year.

Students should have a working knowledge of the principles of the EYFS and should demonstrate that they:

- Are committed to ensuring that all children make progress.
- Refrain from any anti-discriminatory progress.
- Are committed to working as part of a team, with parents and professionals in the setting.
- Be aware that they have responsibilities linked to both care (as outlined in The Welfare Requirements of the EYFS) and young children’s learning. (As outlined in The EYFS Practice Guidance).
- Be committed to learning and development which is planned around the individual needs and interests of the child, and informed by the use of ongoing observational assessment.
- Are aware of the four themes of the EYFS—A Unique Child, Positive Relationships, Enabling Environments and Learning and Development— and use knowledge of these themes and the related principles and commitments in their planning and curriculum delivery.
- Attend to all four themes of the EYFS and resist any temptation to focus solely on Learning and Development.

Themes and Principles of the EYFS

- **A Unique Child** recognizes that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development; inclusion; safety; and health and well-being.
- **Positive Relationships** describes how children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. The commitments are focused around respect; partnership with parents; supporting learning; and the role of the key person.
- **Enabling Environments** explains that the environment plays a key role in supporting and extending children’s development and learning. The commitments are focused around observation, assessment and planning; support for every child; the learning environment; and the wider context—transitions, continuity, and multi-agency working.
- **Learning and Development** recognizes that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and interconnected.

Key Features Observed in Good Early Years Practice are:

- Children have positive, trusting relationships with the student.
- Students demonstrate a sound knowledge of the six areas of learning and of the Ages and Stages and Early Learning Goals in each area.
- Children are engaged in multi-sensory, active learning, they are highly motivated.
- Play is used as a vehicle for learning and development which moves children forward through the Ages and Stages of development and supports their achievement of the Early Learning Goals.
- A mix of child initiated and adult led learning experiences are planned, students interact with the children in both contexts in order to extend children’s thinking.
- A rich learning environment is provided, both indoor and out, which children can access independently.
- The student uses observational assessments of children in a range of contexts, with other assessment strategies, in order to plan next steps for children’s learning so that they progress through the Ages and Stages and meet the Early Learning Goals in the six Areas of Learning.
- The student deploys other adults effectively in support of children’s learning.
Indicators of Weaknesses and Potential 'Cause for Concern'

- The student does not interact with children in a manner which develops positive relationships.
- The student uses inappropriate and limited learning and teaching strategies e.g. Children are given worksheets and spend long periods of time sitting on the carpet or at tables.
- The student is focused on activity rather than learning.
- Play is not purposeful and the student does not interact in a way that takes learning forward.
- The student has not used the wider classroom environment to support the children’s learning (e.g. Setting up a role play area, making use of sand and water areas).
- Observations and other forms of assessment are not used to plan differentiated next steps which match children’s learning needs and interests.
- Student demonstrates a didactic approach to behaviour rather than using conflict resolution skills which develop children’s Personal, social, emotional development.
Section 1.2a

Characteristics of Good Learning and Teaching in English

A checklist to support observations and target setting

Planning

- Is explicitly planned to take account of PNS/NC requirements; but also shows flexibility to meet individual/class needs.
- Demonstrates effective progression and continuity of knowledge, skills and understandings;
- Integrates formative assessment approaches identified from previous evaluations/assessments;
- Structures each stage of the lesson, including the use of ICT, adult support and guided group work;
- Caters for specific learning needs, e.g. EAL, G&T, SEN etc.

Shared Learning and Teaching

- At Foundation and KS1 the discrete teaching of engaging and multi-sensory systematic synthetic phonics to develop early reading skills;
- An emphasis on the development of comprehension and inferential understanding, once early reading skills are established; including teacher modelling, whole-class readings to appreciate speech patterns and rhythms;
- Sentence and/or Word level objectives, using appropriate technical language which are used to enhance children's response to the text and understanding of its structural features;
- A clear focus on one or two aspects of the writing process, e.g. planning, drafting, revising, editing, using ICT where appropriate;
- Clear start which makes objectives explicit, meaningful and purposeful, including reference to previous learning and appropriate use of subject-specific terminology;
- Brisk pace which allows for thinking time, including ability to ‘pick up’ on misconceptions and incorporate them into the session;
- An interactive approach (including speaking & listening, e.g. drama) which engages and involves all the children and which ‘taps’ into their interests and experiences;
- Use of a range of questioning techniques, including why/how questions. These should show an interest in what the children think and why and should not just focus on what they know;
- Use of cross curricular links, as much as possible, e.g. a Study of a Distant Place with poetry of that culture;

Guided Reading [develops work begun in shared work, where appropriate]

- Clear focus and task/text is well matched to the reading ability of the group and each child has a copy; a clear structure that incorporates:
  - **Introduction**: what do we know about this text/text type/writing texts like these? What is outcome? What are the main features of this kind of text? Shall we say it aloud before we begin to write it?
  - **Cue In/Strategy Check**: how might you begin? How will you link the ideas? What will you do if you don’t know how to read/spell a word?
  - **Independent reading/writing**: in which each child reads or writes independently... might be a sentence, a paragraph etc. There is a clear focus to what they are thinking about as they do this with the teaching monitoring individual readers;
  - **Review**: why do you think [character] did that? How did that chapter help you to understand...? What three things did you learn about life in Victorian England? What parts didn’t you like/were unrealistic, why?
Guided Writing

- **Review:** What’s the task in hand? What are the main features of this kind of text? How did the author in yesterday’s shared reading tackle it?
- **Cue In:** How might you start? Let’s try starting with action/dialogue this time.
- **Try, improve, share, appraise:** What I noticed about…? When else does this happen? What can we add/leave out? Why doesn’t this part seem to work? That connective works well. You could try… Say a little more about.
- **Recapitulate:** What worked? What helped? What can we use again?

Independent Learning/ Focus Group

- Should normally build on previous work undertaken and develop the topic from the shared learning part of lesson;
- Tasks should have a common theme or starting point, which enables the teacher to make expectations explicit to the whole class;
- Differentiation should meet the needs of all ability levels and provide: support [e.g. another adult, key words provided, writing frames etc.]; or challenge [giving deeper insight or moving onto the next level]; or by outcome;
- Opportunities for children to work collaboratively in pairs/small groups, and utilises ICT technology to enhance learning e.g. computer programs, digital camera or video, audio equipment.

Plenary

- Builds on the common task that has been the focus of the ‘independent learning’ part and engages interest through interaction; or reviews understanding and may apply it to a different context.
- Review of objectives and reinforcement of key concepts, vocabulary etc - uses misconceptions and targeted key questions as teaching;
- Take learning forward in the next lesson, not just a ‘show and tell’ time;

Assessment

- Focused on small group of children [4-6] to specifically assess their understanding and skills;
- Achieved by one of a range of appropriate strategies, [e.g. observation & note-taking, targeted questioning, use of targets, marking work and giving feedback, audio/video recording], to capture the breadth of achievement and be inclusive;
- Is systematic and rigorous; and is used to inform future planning and action;

**Indicators of Weaknesses and Potential ‘Cause for Concern’**

- Lack of challenge and low-level expectations of learning as shown by learning objectives and outcomes; and the inability to pick up misconceptions in pupils;
- Lack of appreciation of the importance of oral work and interaction, including Drama;
- Poorly matched and poorly differentiated planning and teaching, possibly due to a lack of flexibility in interpretation of the PNS and/or poor subject-knowledge;
- Didactic, unvaried approach, e.g. over reliance on teacher talk, worksheets etc. and lack of variety of teaching and learning approaches
- Lack of attempt to contextualise learning and make it meaningful and purposeful;
- Lack of focused assessment, record-keeping and evaluation and assessment approaches and which do not influence future planning and action;
- Inadequate feedback to pupils (oral or written) which is not linked to the learning objectives
<table>
<thead>
<tr>
<th><strong>Observing a Discrete Phonics Session (APP/AF1)</strong></th>
<th><strong>Observing a Guided Reading Session (select points that are relevant to the group and the text)</strong></th>
</tr>
</thead>
</table>
| In which phase of the phonics programme is the session being pitched? | **Book Introduction**  
How is activation of prior knowledge of the topic/text type used?  
How are ‘tricky’ words addressed?  
Examples of introducing key vocabulary?  
How are children introduced to the text so that they have an overview before they read?  
Examples of engaging the children so that they are eager to read?  
**Key Learning Points**  
Is the learning objective appropriate (linked to AFs) and do the children understand what they are to learn?  
Examples of children being encouraged to use phonics to read unfamiliar words?  
Examples of children being taught strategies for self-monitoring (what to do if something does not make sense)?  
Examples of children being taught how to read specific text types e.g. using index or contents page?  
Examples of children being taught to read with expression and to use punctuation? What purpose are children given for the reading they will do which will enable them to focus on reading for meaning?  
**Independent Reading**  
In what ways are children supported when reading independently? What is planned for children who finish?  
**Return to the Text**  
Examples of discussion around strategies used by children? Evidence of children’s reading for meaning?  
Examples of vocabulary extension/discussion? Examples of open-ended questions? |
| Are the learning objectives appropriate for the session?  
In what ways is the session interactive for most of the children most of the time?  
Examples of multi-sensory learning? How and why is the learning fun?  
How do additional adults contribute to the learning and/or assessment?  
Examples of the teacher segmenting and blending phonemes? Examples of the children segmenting and blending phonemes?  
Are phonemes articulated correctly by the teacher and children?  
Examples of children using their phonic knowledge as the first strategy for word recognition?  
Examples of children applying their phonic knowledge to reading or writing? Evidence of differentiation?  
How are assessment opportunities built into the session?  
How is the phonics learning consolidated at the end of the lesson? | |

See **Synthetic phonics: Phase 1 observation feedback grid** (SSP Link) on website
### Observing the Teaching of Reading in KS1/2 - Feedback Sheet


<table>
<thead>
<tr>
<th>P.1 Use appropriate subject knowledge e.g. the Simple View of Reading (SVOR)</th>
<th>P.2 Read a range of texts for a range of purposes including 21st Century texts</th>
<th>P.3 Develop children’s reading for pleasure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans clear learning objectives linked to word recognition or language comprehension Teaches word recognition using a systematic approach to teaching synthetic phonics through an appropriate programme e.g. Letters and Sounds. Able to explain the effective features of the phonics programme used Teaches language comprehension through the explicit teaching of comprehension strategies (prediction, questioning, clarifying, imagining and summarisation.), talking about reading, links to APP AFs, Provides opportunities to apply word recognition or language comprehension strategies Models the use of word recognition and language</td>
<td>Children aware/made aware of the purpose of the text type/genre. Has secure subject knowledge of the structural and language features of the text type/genre Provides opportunities for importing the content of other curricular areas into a literacy lesson and exporting skills from literacy lessons into other curricular areas. Provides a relevant and interesting context for children’s learning Makes use of and teaches how to use ICT texts incorporating sound and images as well as text Provides opportunities for independent reading for purpose and pleasure Shares their own reading practices with children Has different text types/genres available for children to read independently (including</td>
<td>Engages and enthuses the children Builds on and makes use of children’s reading preferences Demonstrates knowledge of a range of children’s literature Plans exciting experiences linked to reading e.g. library visits, book shops to purchase books for the school library Regularly reads to children, with expression and enthusiasm, to enjoy stories and to introduce children to a range of genre and authors. Allows children to express their own opinions of a text and ask their own questions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>P.4 Integrate AfL and APP including a range of questions e.g. inferential/deductive/evaluative</th>
<th>P.5 Model and promote a language rich curriculum</th>
<th>P.6 Promote and develop home/community/school partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes notes about a target group of children in relation to AFs or learning objectives Uses a range of questions to assess and develop language comprehension or word recognition e.g. inferential, deductive, evaluative. Involves children in their own assessment</td>
<td>Provides opportunities for talk for learning e.g. talk partners, collaborative work, Teaches vocabulary development through literature and cross-curricular work Makes use of the classroom environment to promote and support the skills of word recognition, language comprehension and reading for pleasure Supports reading through the use of drama e.g. role-play, hot-seating, puppets.</td>
<td>Uses effective system of communication between home and school Provides opportunities for parents/carers to develop their own knowledge and understanding of the teaching of reading</td>
</tr>
</tbody>
</table>

See **Guided reading: lesson observation feedback grid** (Guided Reading Link) on website

13
Characteristics of Good Learning and Teaching in Mathematics
A Checklist to Support Observations and Target Setting.

Planning

- Shows precise learning objectives for each lesson and sequence of lessons
- Is linked to medium term plans/unit plans to ensure progression and continuity
- Identifies what different groups will learn and the designated ‘target’ group for the whole, or main, part of the lesson
- Evidences that it has been reviewed and amended in the light of assessments of pupils’ progress
- Identifies opportunities for assessment across all parts of the lesson
- Indicates how other adults will support teaching and learning throughout all parts of the lesson
- Specifically caters for individual need.
- Identifies vocabulary to be introduced/consolidated and key questions to extend thinking/support assessments
- Block plans and unit plans incorporate the use and application of mathematical knowledge and skills, making cross curricular links where relevant.
- Unit plans demonstrate a good range of resources to be used, including ICT, which take account of different learning styles
- Shows good subject knowledge by identifying expected misconceptions and likely difficulties

Mental and oral work

- Clear start, stating objectives which should, as much as possible, relate to work to be covered in the main part of the lesson
- Appropriate pace, allowing thinking time and involvement of all children
- Variety of activities with time for interaction, rapid recall of known facts, targeted questions for individuals/groups and children explaining their strategies
- Good use of visual aids and resources
- Appropriate involvement of other adults in supporting groups/individuals
- Develops vocabulary and correct use of terminology

The main part of the lesson

- Objectives for the main part of the lesson shared and made visible to children via e.g. poster/whiteboard/Interactive Whiteboard
- Success criteria statements discussed/shared with children
- Prior learning focus of first lesson in the sequence/unit of work
- Evidences appropriate direct interactive teaching which engages the interest of all children and shows ability to model, demonstrate and explain concepts, ideas and activities clearly to pupils
- Incorporates group or paired discussions
- Uses a variety of questioning techniques including higher order questioning and targeted questions
- Allows time for children explaining their strategies, discusses effective strategies and uses such as teaching points
- Makes effective use of varied resources including visual aids, ICT, mathematical equipment, appropriate worksheets/text book activities
- Addresses misconceptions
- Caters for specific needs
- Has consistent high expectations in terms of mathematical challenge, levels of work and amount of work
- Gives good feedback both verbally and written which allows pupils to consolidate learning and move forward in understanding
- Reviews homework activity if appropriate.
Whole class, group, paired or individual work

- Varied classroom organisation to match objectives e.g. whole class, groups, paired and individual
- Manageable, differentiated tasks covering similar content
- Maximum of four groups working at three levels
- Target group in evidence for group work
- Clear focus for support staff/other adults
- Children set time limits for paired, group or individual work
- Emphasis on learning rather than recording
- Written algorithms to reflect understanding
- Effective provision and use of resources including ICT

Plenary/Reviews

Sufficient time allowed for and value given to reviews of learning at appropriate parts of the lesson-strategies could include some of the following:

- Reinforcement of key facts/ideas/vocabulary
- Assessment of pupil learning linked to lesson objectives
- Sharing of ideas and strategies
- Use of misconceptions as teaching points
- Targeted key questions
- Reflection on what has been learnt
- Activity which reinforces lesson objectives
- Extension activities
- Links to future work and setting of homework task where appropriate

Assessment, Evaluation and Record Keeping

- Assessment should focus on mathematical learning linked to lesson objectives and pupil targets, not on children’s behaviour
- Records should focus mainly on children not yet achieving learning objectives and those working beyond the level of their peers, indicating appropriate ‘next steps’ in pupil progress
- Should take account of children with specific needs in mathematics
- Should evidence that a range of appropriate strategies have been used
- Should be used to inform and/or amend future planning

Indicators of weaknesses and potential ‘cause for concern’

- Teacher talk dominates resulting in children being too passive
- Explanations are not sufficiently clear to enable pupils to work independently
- Tasks are ill-matched to pupils’ needs
- Lesson plans are ‘lifted’ directly from Unit Plans or Commercial Schemes with no attempt at modification to meet the needs of the children in that particular class
- Activities dominated by worksheets
- Is unable to cope with questions that pupils raise and plans only closed questions
- Little attempt to plan for or instigate pair or group discussion/work
- Demonstrates inadequate subject knowledge and makes insufficient use of the NC, the Primary Framework for mathematics and, where appropriate, the Foundation Stage to plan for the next step in pupils’ progress.
- A lack of recognition of children’s mathematical misconceptions and/or shows little attempt to address them during the lesson
- Demonstrates little awareness of how and when ICT could be used effectively in mathematics teaching and learning.
- Pupils are rarely challenged mathematically and teaching fails to motivate pupils
- Makes little attempt to use a wide range of mathematical resources to suit age range, interests or learning styles
- Assessment does not link to objectives or inform future plans.
Section 1.3a

Characteristics of Good Learning and Teaching in Science
A Checklist to Support Observations and Target Setting.
(The adapted SciCentre material below provides a model of ‘good’ planning and ‘good’ teaching.)
Lesson Plan Discussion

Context
- Has the lesson been appropriately linked to the National Curriculum or Early Learning Goals?
- Is it clear which science skills will be developed?
- Is it clear which elements of science knowledge and understanding will be covered?
- Is the context of the plan accessible, fun and interesting for the children

Children’s Learning
- Is there an opportunity at the start of the lesson to find out what the children already know?
- Have likely misconceptions and alternative frameworks been considered?
- Have the NC statements/Foundation Guidance been turned into clear and realistic learning outcomes?
- Are appropriate questions and scientific vocabulary planned for?
- Does the plan support differentiation appropriate to the children concerned?
- Is it clear what will be assessed and how this links with the stated learning outcomes?
- Is there adequate opportunity at the end of the lesson to review and summarise the learning?

The Activities
- Is sufficient detail given to make it clear how the activities will be run?
- Do the activities suit the learning outcomes?
- Are the suggested timings likely to be realistic?
- Has safe practice been considered?
- Is it clear what resources are to be used and how they will be organised?
- Does the plan demonstrate the student’s subject knowledge is adequate?

Lesson Observation

Introduction
- Does the student link the lesson to the children’s previous work?
- Are children encouraged to bring their own scientific experiences to the lesson in a non-threatening way?
- Are suitable resources and equipment prepared, well organised and efficiently presented?
- Does the student show a clear understanding of the science covered?
- Is the students’ language, particularly science language, at an appropriate level for the pupils?

Main Activities
- Does the student allow the children appropriate freedom in planning their science activities?
- Are opportunities made to allow children to use particular science specific skills? Are the children given focused help in developing these skills?
- Are productive questions used to move children on in their scientific thinking throughout the lesson?
- Do questions encourage pupils to give a variety of responses?
- Are both open and closed questions used?
- Are the children’s scientific responses to questions valued, explored and developed?
- Are the children’s alternative scientific views or misconceptions noticed? Is there a response to them?
- Do the children use the scientific equipment appropriately and safely?
- Do the children use science specific language appropriately and with understanding?
- Is the method of recording science appropriate and matched to the children’s abilities (English, mathematics and ICT)?
Conclusion

- Do the children evaluate, interpret and share their science findings?
- Is there evidence that the children have made progress in their scientific knowledge and skills?
- Have they achieved the expected science learning outcomes planned for that lesson?
- Has the student aroused the children’s interest in science?

Medium Term Plan Discussion

Context

- Is it clear which science skills will be covered?
- Have science skills been sufficiently emphasised and investigative work included?
- Is it clear which elements of science knowledge and understanding will be covered?
- Does the work have appropriate and well-defined cross-curricular links?
- Is the context of the plan accessible and meaningful to the children?
- Is the context of the plan fun and interesting for the children?

Children’s Learning

- Does the plan take account of the children’s previous work?
- Are there activities to establish the children’s current scientific thinking at the start of the plan?
- Have likely misconceptions and alternative frameworks been considered?
- Are there clear and appropriate learning objectives?
- Do the objectives show progression in both skills and knowledge and understanding?
- Does the plan support differentiation appropriate to the children concerned?
- Is there adequate formative assessment?
- Is there adequate summative assessment? (Should include evidence gathering.)

The Activities

- Is sufficient detail given to make it clear how the activities will be run?
- Is there a range of teaching styles? Do they best fit the activities?
- Are the suggested timings likely to be realistic?
- Has safe practice been considered?
- Have resources and their availability been checked?
- Does the plan demonstrate the student’s subject knowledge is adequate?

Indicators of weakness and potential for ‘cause for concern’

We understand that not all the criteria will be met for each lesson. However, the following aspects of planning and teaching are so central to good science teaching that if a student teacher fails consistently to show awareness of these issues then they would be a cause for concern.

- Failure to recognise, or teaching of, significant misconceptions;
- Poor subject knowledge and use of scientific vocabulary;
- Over-reliance on didactic teaching, closed questioning, worksheet-based activities etc;
- Unsafe practice or unanticipated safety hazards;
- Failure to use assessment to determine possible misconceptions;
- Failure to plan for significant development of scientific enquiry;
- Content consistently mismatched to children’s age, ability or interests
Characteristics of Good Learning and Teaching in ICT

Checklists To Support Lesson Observations and Target Setting.

ICT Education tutors at the University of Cumbria have developed these checklists to support mentors and link tutors. They draw on their professional experience but have also been influenced by ideas about ‘good practice’ derived from TDA, OFSTED, DfE, BECTA and other documents. **The checklists are not exhaustive, nor is it expected that a good lesson will necessarily embody all the items listed.**

There are two checklists:
- The first is intended to be used in ICT lessons i.e. where the learning outcomes are wholly or mainly concerned with the development of ICT skills rather than subject-based outcomes;
- The second is intended to be used in lessons where the role of ICT is primarily to support teaching and learning in other subject areas.

Patterns of delivery of the ICT curriculum vary from school to school. Although ICT is a National Curriculum subject in its own right, it may not always be taught as a discrete subject. However, planning should always identify where ICT skills are to be taught and developed even where this may be in the context of other curriculum areas – it is in these situations that the first checklist is appropriate.

Students should identify opportunities to use ICT throughout their teaching. However, it is recognised that ICT resource levels and patterns of organisation vary from school to school and so students may be constrained to some extent in how and when they use ICT. **Judgements on a student’s use of ICT** to support subject teaching should be made in the context of the level of ICT provision and range of ICT resources available.

The expectation is that students will make use of ICT with individuals, groups and the whole class. This implies a variety of approaches which should ideally include the use of ICT as a teaching tool with groups or whole classes as well as computers and other resources being used independently by individuals, pairs or small groups.
Characteristics of Good Learning and Teaching in ICT
A Checklist To Support Lesson Observations and Target Setting.

ICT Subject Knowledge and Personal Skills

- Student has a good knowledge and understanding of the National Curriculum Programme of Study for ICT.
- Student has a sound understanding of a range of "content-free" applications such as word processors, graphics, spreadsheets, databases, Internet browsers and turtle graphics.
- Student uses ICT confidently and has the technical competence to manage the lesson effectively including, if necessary, the ability to adapt activities to meet unplanned circumstances.
- Student consistently uses accurate and appropriate ICT terminology.
- Student has a good understanding of Health and Safety (including Internet Safety) issues in relation to ICT use.

Planning

- Planning reflects the National Curriculum requirements for ICT.
- ICT lesson planning relates to a medium-term plan for ICT.
- If planning is based on the QCA Scheme of Work, this has been adapted if necessary to meet the specific needs of the children and to reflect the particular school context.
- ICT lesson planning makes explicit the ICT concepts or skills to be developed or consolidated.
- Links with other subjects are noted.
- Planned activities are stimulating, challenging and set high but achievable expectations.
- ICT learning outcomes are differentiated to take account of children's abilities and experience, where possible drawing on available formative assessments.
- Planning indicates clearly how the access to and use of ICT resources will be organised and managed, including (if appropriate) how teaching assistants and other adults will support children using ICT.
- Planning provides opportunities for both the student and the children to assess progress towards learning goals.

Teaching and Classroom Management

- The lesson has a stimulating and motivating introduction which identifies clearly what children will learn and sets the learning in context.
- Student provides clear explanations of tasks, making it clear what children will do and what they will learn.
- ICT activities use a variety of approaches including individual tasks, paired work and collaborative group work.
- ICT activities are stimulating, challenging and imaginative; they are not confined to simple text or data entry, nor are they merely on-screen duplicates of paper-based activities.
- ICT tasks have a clear and real purpose; there is a context for activities which make tasks meaningful for children.
- Challenging tasks encourage children to engage actively with ICT concepts and skills and make use of exploration, problem-solving and group discussion to develop children’s understanding and competence.
- ICT activities encourage children to be creative and to explore a variety of styles of communication and expression.
- ICT activities cater for children with differing needs; for example, children with SEN, the more able and children with EAL.
- Children are encouraged to become more independent in their use of ICT; they make choices about their learning and show initiative in the selection of ICT tools and techniques.
- Student uses a range of approaches to support children working on ICT activities including personalising learning through individual support and focussed, intensive group work.
- If teaching assistants and other adults are used to support children in their use of ICT, they have been briefed beforehand and are clear about their roles.
- There is systematic monitoring of children using ICT and teacher intervention where appropriate.
- Dialogue with children reinforces high expectations and encourages higher order skills: reflection, evaluation, revision, analysis, interpretation etc.
Student gathers children together for further support where necessary, either as a small group, or as a whole class.

Student encourages children to share effective practice, to raise questions about ICT processes, and ask quality questions e.g. ‘How might we improve...?’

Children are encouraged to transfer their ICT learning to other contexts both within and outside the classroom, for example, when using ICT at home.

Children are given opportunities to consider their use of ICT, assess its value to their work, compare ICT approaches with other methods and relate their experiences to uses of ICT in the community.

An appropriately timed plenary reviews the learning and encourages children to evaluate their own progress against the learning outcomes.

In high resource settings (e.g. computer suites or class set of laptops)

- Teaching style and strategies reflect the purpose of the activity. For example, a teacher demonstration of a discrete technique might be followed by children practising individually, or open-ended exploration of a new piece of software might be followed by paired or small group discussion or a short focussed task.
- A range of strategies is used to manage children’s behaviour so that children are focussed and attentive during teacher explanations and demonstrations.

In low resource settings (e.g. a small number of classroom computers)

- Teaching style and grouping strategies reflect the purpose of the activity.
- Practical ICT experience will normally necessitate small group or individual work but activities should be introduced and discussed in whole class or large group situations.
- Student provides sufficient initial explanation, guidance and resources (e.g. help sheets) for children so that they are able to work independently and develop autonomy.
- Time is used effectively to provide maximum access to and use of the ICT resources available.
- Clear routines are established for access to computers and other resources.
- Children's use of the computer is systematically organised to ensure all children are given equal opportunities. For example, a rota system is established or a recording sheet near the computer is used to show who has completed an activity. Using ICT simply to reward or occupy children who complete other tasks is not appropriate.
- Management routines ensure that grouping, rotas and peer tutoring encourage inclusion and equal opportunities. If children are working in groups, they should all have active roles.

Assessment and Evaluation

- Assessment for learning approaches are used: there is a shared understanding of criteria for assessment.
- Interaction with children is used to assess progress, check understanding and to encourage children to evaluate their own work.
- Observation and discussion with children is used to complement product based assessment, especially where children have been paired or grouped for activities.
- Student provides sensitive, constructive feedback to children engaged in ICT activities both verbally during the lesson and, if appropriate, via written comments following the lesson.
- Where appropriate the student is able to accurately assess children's work against National Curriculum level descriptions, identifying and recording levels of attainment exhibited.
- Effective use of ICT tools such as spreadsheets is made to support assessment and record keeping.
- Student’s evaluations identify areas in which their own ICT knowledge might develop in order that learning outcomes might be better addressed.
Indicators of Weaknesses and Potential ‘Cause for Concern’

- The explanation of ICT tasks is minimal and lacking in clarity so that children are unsure what they are doing and unable to work independently.
- ICT activities consist largely of low-level tasks such as text/data entry or ‘copying up’ previously done work and reproducing it in electronic form.
- ICT tasks are contrived and have no clear purpose or context. Children are unclear why they are doing the work.
- ICT resources are not managed effectively so that children have inadequate or unequal access to ICT opportunities.
- Student is unable to respond to ICT questions raised by children.
- Technical problems with ICT arise as a result of resources not being checked in advance of the lesson.
- ICT activities are not monitored effectively. (At worst, the computer area becomes a ‘teacher free zone’.)
Using ICT to Support Learning and Teaching in Other Subjects

A Checklist to Support Lesson Observations and Target Setting

ICT Subject Knowledge and Personal Skills

- Student uses ICT confidently in the classroom and is able to adapt activities to meet unplanned circumstances.
- Student is aware of the key characteristics of ICT (speed, automatic functions, capacity and range, interactivity, ease of editing) and how these can support inclusion and learning in core/main subjects.
- Student is able to identify hardware, software, CD-ROMs and websites suitable for learners.
- Accurate and appropriate ICT terminology is used with the children.

Planning

- The ICT activities planned are in accord with accepted ideas of ‘good practice’ in the subject area which is supported.
- Lesson plans identify clear and precise subject-based learning outcomes and the ICT provides direct support for these.
- ICT use is linked clearly to medium term plans rather than being planned on an ‘ad hoc’ basis.
- Ideally, medium-term planning should identify a range of possible ICT activities from which students select.
- Planning takes account of the ICT skills required by the children to engage with the ICT activity planned. The skill level required is appropriate in relation to the age/ability of the children.
- Planning indicates clearly how the access to and use of ICT resources will be organised and managed, including (if appropriate) how teaching assistants and other adults will support children using ICT.

Teaching and Classroom Management

- The use of ICT in the lesson clearly supports, enhances or extends learning: it allows the student or the child to achieve something that could not be achieved without it; or allows the student to teach or the children to learn something more effectively and efficiently.
- Children employ ICT to reach beyond the classroom and gain access to experiences, information or resources in ways that are not possible with other media.
- Student makes it clear to children why ICT is being used and compares ICT approaches with other methods.
- Time is used effectively to provide maximum access to and use of the ICT resources available.
- Clear routines are established for access to computers and other resources.
- ICT use caters for children with differing needs; for example, children with SEN, the more able and children with EAL.
- ICT activities are stimulating, challenging and imaginative; they are not confined to simple text or data entry, nor are they merely on-screen duplicates of paper-based activities.
- ICT activities make use of appropriate software and resources which have been well chosen to meet the specific needs of the children and the learning outcomes of the lesson. e.g. suitable web-based material has been selected and, if appropriate, modified to fit the lesson objectives and context.
- If the student is using ICT resources which they have created themselves, appropriate software has been chosen to develop the resource and it has been designed in ways which support or enhance the learning.
- Where possible, the school’s VLE/learning platform has been used to facilitate access to resources beyond the lesson.
- If teaching assistants and other adults are used to support children in their use of ICT, they have been briefed beforehand and are clear about their roles.
- Student provides sufficient initial explanation, guidance and resources (e.g. help sheets) for children so that they are able to work independently.
- There is systematic monitoring of children using ICT and teacher intervention where appropriate.
- Dialogue with children reinforces high expectations and encourages higher order skills: reflection, evaluation, revision, analysis, interpretation etc.
- Student provides sensitive, constructive feedback to children engaged in ICT activities both verbally during the lesson and, if appropriate, via written comments following the lesson.
Assessment and Evaluation

- Interaction with children is used to assess progress, check understanding and to encourage children to evaluate their own work.
- Assessment focuses on subject-based learning outcomes, not on the way that ICT may have enhanced the presentation of work.
- Effective use of ICT tools such as spreadsheets is made to support assessment and record keeping.
- In evaluations student critically considers the role of ICT in achieving, or failing to achieve, the objectives of the learning activity.
- Student identifies areas in which their own ICT knowledge might develop in order that learning outcomes might be better addressed.

**Indicators of Weaknesses and Potential ‘Cause for Concern’**

- Planning (overall) does not identify opportunities for ICT use.
- ICT use is largely ‘ad hoc’, unplanned or is simply a ‘bolt-on’ to the main lesson activities.
- ICT is used simply to reward or occupy children who have completed other tasks.
- The explanation of ICT tasks is minimal and lacking in clarity so that children are unable to work independently.
- ICT activities consist largely of low-level tasks such as text/data entry or ‘copying up’ previously done work and reproducing it in electronic form.
- ICT activities derived uncritically from CD-ROMs or websites are not well matched to the needs of specific children or to the lesson learning outcomes.
- Choice of software for ICT activities is poor, reflecting a lack of knowledge of appropriate primary ICT applications.
- The ICT skill level required for the activity is unrealistic in relation to the age/ability of the children and they are unable to engage with the task without significant, unplanned, adult support.
- Student is unable to respond to ICT questions raised by children.
- Technical problems with ICT arise as a result of resources not being checked in advance of the lesson.
- ICT activities are not monitored effectively. (At worst, the computer area becomes a ‘teacher free zone’.)
Characteristics of Good Learning and Teaching in RE

A Checklist To Support Observations and Target Setting.

Planning

- Is explicitly planned to take account of Local Agreed Syllabus or Diocesan Guidelines requirements
- Has clear learning objectives;
- Indicates the balance between AT1 and AT2;
- Identifies key terms/vocabulary/questions;
- Identifies what different groups will learn as appropriate to ability and learning needs and specifically caters for individual needs.
- Indicates cross-curricular links where appropriate.
- In the case of cross-curricular learning – ensures that the key questions/concepts are well grounded in RE terms and not built on spurious links e.g. Noah’s Ark is not a suitable story for a topic on water.
- Is carefully tailored to the key stage/age/ability range and the learning needs of the pupils;
- Is linked to medium term plans that ensure continuity and progression and building on previous learning;
- Identifies opportunities for assessment – both as they teach as well as for more formal assessment
- Picks up on issues identified in previous evaluations or in the light of assessment of pupils’ learning;
- Demonstrates appropriate structure/timing within each stage of the lesson;
- Indicates effective preparation for use of adult support;
- Takes account of different learning styles;
- Specifically caters for individual needs.
- Takes into account the varying interests and experiences of all learners.
- Takes account of the faith backgrounds of pupils where appropriate e.g. does the plan avoid asking Muslim pupils to role play Muhammad or does the planning for the story of Holy week consider the feelings of the Jewish pupils in the class?

The Lesson Itself demonstrates:

- Clear starter which makes objectives explicit, meaningful and purposeful, including reference to previous learning and appropriate use of subject specific terminology and religious vocabulary that is faith specific;
- A good pace to stimulate and motivate and when appropriate, time for reflection/stillness/quiet time;
- Opportunities to ‘pick up’ on misconceptions or unhelpful responses in the case of sensitive issues e.g. in relation to religious belief/practice - and use them as opportunities for learning in the session;
- Use of appropriate resources for engaging and involving all children, e.g. religious artefacts, visual aids, visitors from faith communities and effective use of other resources including ICT;
- Readiness to employ a range of teaching and learning strategies and an interactive approach including collaborative work/ problem solving/ investigation/ role-play/ creative work/ stilling/ meditation/ etc.
- Use of a range of questioning techniques, including why/how questions which take account of what the children think and provide opportunity for drawing on their experiences and reflections;
- A readiness to employ the different approaches to learning in RE e.g. experiential, ethnographic, concept cracking, and the philosophy for children or community of enquiry approach.
- Effective development of meaningful cross curricular links where appropriate;
- Develops skills such as interpretation, application and enquiry as well as knowledge and understanding;
- Develops religious vocabulary and correct use of terminology;
- Reflects a balance between AT1 and AT2;

Plenary

- Returns to the learning objectives, reinforces key concepts and vocabulary of the lesson and gives pupils a sense of achievement and direction – looking forward where appropriate to the next lesson;
Assessment and Evaluation

- Focuses on learning and relates clearly to the learning outcomes/objectives;
- Includes a range of appropriate strategies;
- Is systematic and manageable as well as inclusive;
- Takes account of the needs of particular children, including pupils of different faiths and cultural backgrounds – e.g. does not ask a Muslim to draw a picture of Jesus;
- Is used to inform action;
- Planning for assessment in the longer term shows awareness of the National Framework for Religious Education levels/expectations;

**Indicators of Weaknesses and Potential ‘Cause for Concern’**

- Poor expectations in terms of learning;
- Evidence of misconceptions or failure to pick up misconceptions/unhelpful or insensitive responses in pupils;
- Poorly matched and poorly differentiated planning and teaching;
- Focus on management rather than learning;
- Lack of awareness of learning styles/interests/religious backgrounds etc;
- Didactic, unvaried approach, e.g. over reliance on teacher talk, worksheets etc;
- Lack of attempt to contextualise learning and make it meaningful and purposeful;
- Lack of focused assessment, record keeping and evaluation;
- Inadequate feedback to pupils (oral and written);
- Lack of reflection and analysis;
- Poor expectations in terms of behaviour etc
- Poor subject knowledge
- Emphasis on AT1 and failure to grasp AT2
- Limited resources, ineffective use of resources, insensitive use of religious artefacts;
- Lack of awareness of the danger of reinforcing stereotypes in RE;
- Meaningless or inappropriate cross curricular links – e.g. the story of the flood does not fit with cross curricular work on water
- Failure to motivate or stimulate the pupils and failure to relate the content of the lesson to the pupils’ experience or interests.
Characteristics of Good Learning and Teaching in Art

A Checklist To Support Observations and Target Setting.

Planning/teaching

☐ Is imaginative, purposeful and linked to a progressive scheme of work, which allows for a variety of outcomes
☐ Is continuously modified, based upon lesson analysis, and reflects an integrated approach to the different elements of the curriculum
☐ Demonstrates high expectations, appropriate to the identified level of conceptual understanding and ability range of the children
☐ Demonstrates sensitive and insightful comprehension of the nature of Art and Design education, and its appropriate cross-curricular links (taking into account particular opportunities for links with SMSC and citizenship)
☐ Focuses on process as much as end-product, encouraging the inclusion of all members of the group
☐ Demonstrates the ability to make use of an imaginative and appropriate range of teaching approaches (including ICT), which motivate and stimulate curiosity and enthusiasm in children
☐ Includes the thoughtful organisation of the classroom and materials to make best use of the space available, facilitating the progression of children within a safe and stimulating environment
☐ Includes the creation of a reflective and engaging atmosphere, which allows frequent and appropriate discussion, valuing the individual approaches of the children
☐ Includes ample time for a plenary in which children will have the opportunity to celebrate their work and share it with their peers
☐ Includes the use of appropriate art vocabulary to extend the conceptual understanding of the children
☐ Includes the appropriate use/choice of artists and artefacts to enrich the learning experience of the children
☐ Shows involvement of support staff in the planning and expected support within the lessons

Assessment

☐ Is seen as an integral part of the planning process, based on the aims and objectives of the schemes of work
☐ Shows the ability to identify appropriate assessment (both formative and summative) and recording criteria (making use of National Curriculum criteria) and use them in a systematic way to inform future planning and to monitor progression, continuity and inclusion
☐ Demonstrates confidence in the use of the above to form a basis for constructive and informative feedback to children, colleagues and parents

Indicators of weaknesses and potential causes for concern

☐ There is little evidence of lessons being linked to a progressive scheme of work
☐ There is little evidence of reflection on the lessons taught
☐ Expectations are not high and planning does not reflect an understanding of the conceptual level of the children cross-curricular links are not exploited
☐ The end-product is focused upon, with little emphasis on the learning take place during the process of working
☐ The range of teaching methods is limited and inappropriate
☐ ICT is not used appropriately nor imaginatively
☐ The organisation of the classroom and materials has not been thought-out/prepared
☐ The teaching environment does not allow for discussion and reflection
☐ There is no plenary in which to discuss the achievements/findings of the children
☐ Appropriate art vocabulary has not been used
☐ Support staff have not been involved in any meaningful way with the planning or support of the children
☐ There is no evidence of the use of a variety of methods of assessment.
Characteristics of Good Learning and Teaching in Design & Technology

A Checklist To Support Observations and Target Setting.

Planning and Teaching

- There is good evidence of setting clearly defined learning objectives based on sound and appropriate medium term plans ensuring progression and continuity
- It is imaginative, engaging and purposeful, building on the children’s previous learning
- Demonstrates high expectations, appropriate to the identified range of levels of conceptual development and understanding
- Demonstrates a sensitive and enabling understanding of, and attitude towards, the essential nature of Design and Technology
- Actively fosters the development of a D&T Capability
- Identifies and addresses the particular needs for inclusivity and individuality.
- Focuses on the process skills and not solely the end-product
- Demonstrates the ability to make good use of an appropriate range of teaching approaches, including ICT, that motivate and enthuse the children
- Includes an intelligent organisation of the room, the resources and the materials, so as to maximise the value of the time and space. Ensuring a safe and healthy working environment.
- Fostering a cooperative and considerate climate where autonomous problem solving is encouraged and can flourish
- Appropriate cross-curricular links are exploited, including to PSHE&C
- Includes the effective use of appropriate vocabulary specific to the subject, by both the adult and the child
- Time is provided for evaluations and an effective plenary that reinforces the key learning points and indicates the direction of future work
- Support staff are fully integrated within the whole experience, they share the learning objectives and are prepared so as to work effectively with their children.

Assessment

- Has a clear understanding of what constitutes a developing D&T Capability
- Assessment is seen as an integral part of the planning process, based on the aims and objectives of the schemes of work
- Shows the ability to identify appropriate assessment and recording criteria, and to use them in a systematic way so as to inform future planning and to monitor progression, continuity and inclusion
- Demonstrates confidence in the use of the above to form the basis for constructive and informative feedback to the children, the parents and colleagues

Indicators of weakness and potential cause for concern

- There is little evidence of lessons being planned appropriately, as part of a unit of work
- There is little evidence of the children being challenged
- The lesson appears to have been lifted from some published source without the appropriate interpretation
- Expectations are too low and indicate a lack of awareness of the actual capacity of the children
- Cross-curricula links remain unexploited
- There is a lack of provision for the needs of all learners.
- The teacher has dominated the discussions
- The has been excessive emphasis upon the completion of the end product rather than the learning process
- The range of teaching methods employed has been limited and/or inappropriate
- ICT has either been used inappropriately, or not at all
- The organisation and management of the classroom has been ineffective and/or unsafe
- The working environment has discouraged independence of dialogue or design
- Appropriate D&T vocabulary was absent
- There was a lack of evidence of appropriate assessment strategies support staff were under-utilised
Characteristics of Good Learning and Teaching in Drama
A Checklist to Support Observations and Target Setting.

Professional attributes

Students will...
- Reflect on their practice;
- Be creative and critical in approach to drama, integral to the subject;
- Act on advice and feedback about their drama practice;
- Demonstrate by using role themselves the value and commitment to the subject.

Professional Knowledge and Understanding

The student should demonstrate the ability to employ subject knowledge of the art form so that...
- Making of drama is effective for the class;
- Relating drama to enable learning in
  Drama as a subject in its own right
  Across the wider curriculum: for oracy & literacy
  For social learning (PSHE)
- Strategies are used appropriately, e.g. thought-tracking at a moment where the thoughts of a role are important;
- The spectra of movement & stillness, light & dark, sound & silence are employed effectively;
- Use of language, verbal and non-verbal is understood by the class;
- Appropriate signing and symbolism are used;

The student should demonstrate the ability to employ subject knowledge of Teacher-in-Role by...
- Adopting and sustaining a role effectively herself to build a productive dialogue with the class.
- Adopting the appropriate Role(s) for promoting the Drama and correctly using the status/behaviour of that Role(s);
- Responding in Role to promote reflection, e.g. "I wonder why we should do that?"
- Properly communicating going in and out of Role by the use of appropriate signifiers and clarity in setting up how the drama will work;
- Working in a role similar to the children and operating with them to model what is wanted in terms of language at any point;
- Adopting a challenging role to elicit specific role play responses;
- Showing knowledge of the range of Speaking and Listening demands possible.

The student should demonstrate knowledge and skills in assessment and monitoring by...
- Showing awareness of what is happening in the drama and promoting clear development;
- Stopping work to reflect appropriately on the learning;
- Keeping running records of individuals’ contributions outside of the drama.
- Using drama to promote written outcomes that demonstrate learning of individuals;

The student should reflect understanding of achievement and diversity by...
- Using an appropriate range of drama strategies and approaches to enable different learning styles to feeling successful;
- Planning for inclusivity by using role to ‘give a voice’ to a variety of viewpoints;

Professional Skills - Planning & Teaching

The student should demonstrate the ability to plan effectively by:
- Setting clearly defined objectives based on sound medium term plans and building on children’s previous learning through drama lesson evaluations;
- Setting high expectations for pupils’ learning and setting assessment indicators that describe their learning;
- Choosing significant material and focusing it well in the choice of roles for the children and for the teacher;
- Structuring the work effectively, selecting appropriate drama strategies and techniques for the material and the pupils;
- Building in constraints that define and focus the drama, limitations on the options possible;
Building into the structure opportunities for pupils to invest in and embellish the content of the drama through their ideas and understanding without detracting from the central learning intentions;

Giving the class appropriate roles and viewpoints for the planned learning objectives;

The student should operate effectively for teaching by...

- Taking appropriate teacher/ leader role, to enable an effective working environment at all times, starting effectively and pacing well;
- Maintaining a level of commitment and seriousness to the task that encourages pupils to mirror the teacher’s behaviour;
- Enhance the learning by reflecting effectively both in role and out of role;
- Structuring learning possibilities from outside the drama, e.g. setting tasks, reviewing work in progress with the whole group or sub-groups, looking at outcomes of tasks with the group;
- Discussing possible decisions, choices or outcomes as they occur in the drama;
- Knowing when it is appropriate to allow the children to make decisions and when the teacher must decide and define;
- Using appropriate forms of verbal and non-verbal communication;
- Managing the creative responses of the children to enhance the Drama
- Creating tension, challenging thinking, raising expectations.

The student should structure the drama to enable listening and speaking by...

- Signalling the importance of the contribution of a quiet child who might not usually offer ideas in front of other pupils;
- Reinforcing the need to listen to each other;

The student should control the drama effectively by...

- Contracting the use of drama, its rules and structures;
- Creating a very good relationship with the class through the drama, making clear expectations through making explicit consequences of actions and being consistent in responses.
- Valuing the contributions of pupils and generating a culture of support to ideas and possibilities
- Raising interest, using role or stimulus material to produce tension, e.g. highlighting a danger the children had not seen, producing news in speech or in the form of a letter;
- Contracting and, if necessary, the re-contracting of the use of space, with high expectations and giving positive affirmation of the pupils throughout the work, to include everyone.
- Making explicit the conventions and rules of drama so that pupils not only learn about how drama works but also feel secure in their knowledge of teacher expectations;
- Understanding whenever drama is not working and can take the right action.

The student should initiate an idea at a point where focus is needed by...

- Picking up on a child's point and directing the Drama so that the most is made of the situation;
- Picking up children's signals and responding appropriately;
- Following through valuably the consequences of decisions made;
- Closing down an unprofitable direction;
- Listening intently to the ideas and viewpoints offered by pupils.
Indicators of Weaknesses and Potential ‘Cause for Concern’

The student will demonstrate behaviours such as...

- Lack of awareness of how to create opportunities to teach using drama: as an art form, across the curriculum, for oracy & literacy, for social learning (PSHE);
- Setting objectives, but without proper focus;
- Lack of ability to contract properly for control and shaping of the lesson;
- Understanding the need to communicate drama concepts and skills but lacking the proper knowledge of them;
- Not listening to the pupils very carefully;
- Not planning the spaces for pupils ideas but dominating with the teachers agenda to the exclusion of the pupils’ responses;
- Not moving from the particular to illustrate and examine the universal;
- Failing to use Teacher in Role handle it properly promote the children’s involvement;
- Lacking confidence in use of drama strategies;
- Failing to reflect on the drama process with any consistency either in or out of role;
- Recording pupils’ achievements either not at all or with lack of understanding;
- Not giving proper feed-back to pupils in and out of the drama;
- Showing lack of proper contracting of the use of space and lack of clear expectations in drama;
- Not seeing when drama is not working and failing to stop to exam the issues that need to be resolved;
- Beginning to develop a relationship with the children but not enhance it effectively through drama.
Characteristics of Good Learning and Teaching in Geography A Checklist to Support Observations and Target Setting.

Enquiry

- Uses and develops enquiry skills in structured and progressive plans
- Recognises the importance of, and makes opportunities for, questioning in lessons.
- Uses place as a context to develop both skills and knowledge
- Extends enquiry over several lessons based on key questions and using a variety of approaches

Lesson Delivery

- Conveys enthusiasm for the subject
- Able to use a range of lesson stimuli with resources including the outdoor environment and ICT
- Recognition of key geographical concepts
- Uses strategies for differentiation which engage children at a number of levels.

The Wider Curriculum

- Identifies opportunities to develop understanding of interrelationships between geography and the wider curriculum including citizenship.
- Demonstrates an understanding of good cross-curricular planning such that the subjects rigour is maintained alongside appropriate themes
- Looks for opportunities to link the local to the global
- Where QCA units are used they are clearly developed to account for context and for other subjects being taught.

Indicators of Weaknesses and Potential Cause for Concern

Enquiry

- An over reliance on teacher centred provision of knowledge
- Evidence of misconceptions or failure to pick up misconceptions in pupils
- Assessment of children’s geographical skills tends to be based on their writing or drawing ability

Lesson Delivery

- Teaches in a manner which demonstrates lack of enthusiasm or dislike of the subject
- Fails to take advice from those with subject responsibility and expertise in geography.
- Demonstrates inaccuracies /misconceptions in subject knowledge to the extent that it specifically reduces quality of learning

The Wider Curriculum

- Lack of attempt to contextualise learning and make it meaningful and purposeful
- Little awareness of the integrating potential of geography
- Subject rigour lost through vague or inadequate lesson objectives.
Characteristics of Good Learning and Teaching in History
A Checklist to Support Observations and Target Setting.

Planning

- Is confident in constructing imaginative schemes of work
- Is aware of the varied requirements of the National curriculum and is able to plan appropriate links to other subject areas
- Has clear objectives for lessons but may also seize opportunities to go beyond these objectives
- Has planned for a creative approach
- Is aware of the cultural context of the periods studied
- Has conducted formative assessment and is aware of the current understanding of learners

Development of Skills

- Has high expectations based on pupils’ previous learning
- Uses personal subject knowledge to inspire and challenge pupils
- Utilises a range of interactive strategies designed to promote learners’ historical skills and conceptual understanding
- Bases these strategies, where possible, on evidence-based tasks
- Is able to pick up on learners’ misconceptions to develop understanding
- Uses an appropriate historical vocabulary
- Conveys a sense of the drama and emotion inherent in the subject
- Is able to use analogy to relate the present to the past
- Creates a link between the people and periods studied and the personal experiences of the learner

Assessment and Evaluation

- Is able to adjust and modify tasks to ensure all children are challenged
- Identifies tasks appropriate for assessment purposes
- Encourages children by providing constructive and positive responses

**Indicators of Weakness and Potential ‘Cause for Concern’**

- Does not have adequate historical knowledge and may therefore mislead pupils
- May reinforce rather than unravel misconceptions
- Uses a limited and/or inappropriate range of resources
- Lacks an understanding of the range and types of evidence available
- Is not using a sufficiently creative approach to the subject
- Lacks an understanding of the key historical skills and concepts basic to the subject
- Concentrates on subject **content** rather than developing **understanding**
- Provides little opportunity for pupils to be physically and mentally involved in their learning
- Provides little opportunity for pupils to express their interest, enthusiasm and newly acquired learning
Characteristics of Good Learning and Teaching in Modern Foreign Languages

A checklist to support observations and target setting

Planning

- Shows precise - and possibly differentiated - learning objectives; those learning objectives may be linguistic, cultural, attitudinal or strategic or a combination of all of these; expectations are high but realistic;
- Identifies how those learning objectives will be met (nature of activities) and how pupils’ learning will be assessed; focuses on progression and avoids the plateau effect; where possible, planning includes references to other subject areas (including citizenship and the international dimension);
- Lists all language to be recycled and / or taught, including the language of interaction and routine language;
- Demonstrates good subject knowledge by identifying expected misconceptions and likely difficulties;
- Addresses, in medium term plans, the need to develop pupils’ oracy and literacy skills, their knowledge about language and their intercultural understanding as per the KS2 Framework;
- Lesson planning takes into account previous learning, fits into medium term planning and makes reference to the KS2 Framework as well as the recommended Scheme of Work for Key Stage 2;
- Caters for different learning styles and for different abilities and backgrounds
- Is structured so as to offer a variety of modes of working (teacher-led, pair / group work / independent study) and has realistic timings;
- Demonstrates on-going evaluation which informs future planning.

Context – setting / Recycling

- Engages pupils’ attention and curiosity, makes them speculate or guess new topic;
- Enables recycling of previous structures and drip-feeding of new ones.

Routines

- Introduction and development fit into medium-term planning but student demonstrates the ability to exploit unexpected ‘linguistic events’;
- Show potential (in their vocabulary or grammatical structure) for some future inter-linking with topical language;
- Are carefully selected so as to provoke pupils’ reactions / opinions (e.g. language of disagreement, language of justification, of error-spotting and correcting...).

Resources

- Are varied and engaging over the course of medium term plan;
- Cater for different learning styles (e.g. visual support, tactile material, use of classroom lay out or wall space linked to grammatical concepts, use of consistent mimes or gestures to indicate structures, etc.);
- Make wise use of ICT;
- Bring in an authentic cultural dimension to the learning (use of video-conferencing, letters from exchange schools, etc.).

Delivery

- Vocabulary is introduced within a stem / structure and not in isolation, the student has carefully judged the number of items that can be introduced within a lesson and paid attention to potential misconceptions or phonological difficulties;
- The use of the target language is generally appropriate, carefully prepared and supported by a variety of techniques to get the message across;
- Pupils’ use of the target language with the teacher and with each other is continuously encouraged, promoted and engineered through the use of routines and / or team competitions;
- Manner of delivery is engaging and lively, pace is maintained throughout, delivery involves all pupils in guessing and extrapolating what new language may mean and how it links in with
previously taught language; it models and encourages the use of language learning strategies;

- Care is taken to vary the modes of working and to monitor and engage all pupils in pairs, groups, as a whole class or individually;
- The nature of activities corresponds to the learning objectives and helps assess whether pupils’ have achieved them (i.e. they contain a diagnostic element);
- Activities contain elements of Challenge, Relevance to pupils’ lives, a sense of Audience in order to make them more communicative and motivational, are Purposeful in pupils’ eyes, Personal and with an element of Incentive to invite pupils to take part.
- In medium term plans, activities show potential to be multi-skilled so as to promote pupils’ listening, speaking, reading and writing skills.

**Assessment and Evaluation**

- Demonstrates an understanding of what constitutes language competence and progression;
- Is manageable and able to highlight cases of children not achieving or achieving beyond expected levels;
- Demonstrates that a range of assessment strategies have been used and that a range of skills and understandings have been assessed; understands that assessment should not necessarily be taken to mean ‘test’ and can be delivered through projects;
- Fits in with school’s practice and policy and is also informed by the European Portfolio and the Languages Ladder;
- Is seen as an integral part of the planning process and is therefore used to inform and / or amend future planning, monitor progression and inclusion;
- Forms the basis of constructive and informative feedback to children, parents and colleagues, in line with school policy.

**Indicators of weaknesses and potential ‘cause for concern’**

- Subject knowledge is not secure, student makes mistakes in the use of target language or fails to spot and correct pupils’ errors; accent and pronunciation is so weak as to be detrimental to children’s phonological mastery of the target language;
- The use of the target language by the student is not thought through, the student struggles to make him/herself comprehensible, fails to use other techniques to get the message across and resorts to code-switching;
- The use of the target language by pupils is not encouraged, pupils are asked to understand but not produce the language nor use it to interact with their peers; student may tend to dominate the interaction;
- Cultural element perpetuates clichés and stereotypes and fails to invite pupils to explore their own culturally-biased environment;
- Tasks do not match learning objectives and are selected for their potential to be fun rather than on the basis of their pedagogical merits; there is little evidence of progression over the course of medium term planning;
- Delivery is monotonous, teaching is one-dimensional and does not cater for different learning styles; pupils are disengaged;
- Lesson fails to promote learning, pupils are not invited to think about the language, spot patterns, extrapolate the use of structures across contexts or reflect on their learning, children remain intellectually passive, activities may be enjoyable but cognitively undemanding;
- Student fails to evaluate lesson or trusts impressions rather than conducts a systematic review of pupils’ learning.
Characteristics of Good Learning and Teaching in Music
A Checklist to Support Observations and Target Setting.

General indicators of successful music-making

- A successful teacher of music...
  - Establishes clear guidelines for stopping and starting
  - Understands and can demonstrate the musical concepts being taught
  - Creates 'listening quality' in the classroom before rushing into any practical work
  - Adopts a clear speaking voice for delivery of instructions and information
  - Balances the activities of performing, composing, listening and appraising over a series of lessons
  - Uses demonstration before the children are asked to perform a task
  - Starts with simple activities first; looking to build confidence and skill through these
  - Often uses ‘warm-up’ at the beginning of a session, (e.g. voices, physical activities, instrumental skills, clapping)
  - Values different approaches, cultures, and abilities
  - Uses a mixture of small group, whole class, and where appropriate, individual activities
  - Encourages creativity
  - Uses effective questioning to extend children's understanding and address misconceptions
  - Uses differentiation where appropriate
  - Develops opportunities for cross curricular work
  - Makes effective use of an appropriate range of observation, assessment, monitoring and recording strategies

In instrumental work, depending on the level, the teacher...

- Establishes ground rules for using instruments
- Encourages children to use the correct names for instruments, and to adopt suitable methods of playing them
- Will not be in a hurry to progress to instrumental work too soon and will lay down firm expectations, making sure that basic skills have been developed first
- Encourages the use of varied dynamics, textures and timbres etc in activities, according to the musical outcome sought
- Keeps the children actively involved
- Keeps sessions dynamic and lively

In vocal work, the teacher...

- Uses song material which is both familiar and unfamiliar to the children
- ‘Counts in’ at the beginning of a piece/song. Gives a starting note
- Introduces new songs carefully, with repetition, paying attention to length (duration) of notes, ends and beginnings of words and, in particular, characteristic or particularly featured rhythms and dynamics

Assessment, when employed should...

- Arise out of the activity itself and not be the prime focus of the activity.
- Take into account the skill/knowledge development from an individual’s starting point.

Indicators of Weakness and Potential ‘Cause for Concern’

- There is little evidence of lessons being linked to musical concepts, or the musical concepts are clearly not understood
- Subject knowledge is not secure
- Appropriate musical vocabulary is not used
- Children’s misconceptions are not addressed
- The range of teaching methods is limited and inappropriate to the subject
- There is little variety of pace/content/material through the lesson or in a group of music sessions as a whole
- Poor classroom/behaviour management leads to inappropriate use of instruments or voices
- Expectations are not high and planning does not reflect an understanding of the conceptual level of the children
- Reflection and self-evaluation are not present or poorly developed
- Assessment fails to recognise the individual’s acquisition of skills/knowledge
Characteristics of Good Learning and Teaching in Physical Education
A Checklist to Support Observations and Target Setting.

Planning
- Is explicitly planned to take account of NC requirements and the specific needs of the pupils;
- Is linked to medium term plans that ensure effective progression and continuity;
- Identifies opportunities for assessment;
- Picks up on issues identified in previous evaluations/assessments;
- Demonstrates appropriate structure within each stage of the lesson, including the use of adult support;
- Takes account of health and safety issues and organisation;
- Takes account of different learning styles and potential for cross-curricular learning;
- Specifically caters for individual needs.
- Takes into account the varying aptitudes and experiences of all learners.

Introduction/Warm up
- Clear start, which makes objectives explicit, meaningful and purposeful, including reference to previous learning and appropriate use of subject specific terminology;
- Demonstrates enthusiasm, promoting a positive attitude towards exercise;
- Gives clear expectations for behaviour and safety;
- Gradual build-up of pace to increase pulse rate, followed by appropriate stretching and mobilising exercises;
- Clear link made between warm up activity and development of skills.

Development of Skills
- Sets high expectations, objectives made explicit and connections with previous lessons/learning established;
- An interactive approach which engages and involves all the children, using clear instruction, demonstration and a range of questioning techniques, and awareness of safety issues;
- Clear evidence of the four aspects of progression; Acquiring and Developing Skills, Selecting and Applying Skills, Tactics and Compositional Ideas, Evaluating and Improving Performance, Knowledge and Understanding of Fitness and Health;
- Encourages good spatial awareness;
- Appropriate pace;
- Clear progression of skills and development of individual, pair and group work in that order;
- Variety in tasks and resources to meet individual needs;
- Use of cross curricular links, where appropriate.

Cool Down/Plenary
- Safe management of equipment and clearing away;
- Clear physical cool down/calming exercises;
- Review of objectives and reinforcement of key concepts, vocabulary etc - uses misconceptions and targeted key questions as teaching;
- Used as a basis from which to take learning forward in the next lesson;

Assessment and Evaluation
- Uses good observation to give immediate and positive feedback;
- Is able to adjust and modify tasks to ensure appropriate challenge for all children;
- Identifies target pupils/group for formal assessment;
- Demonstrates knowledge of level descriptors and can apply appropriately;
- Is used to inform future targets;