

Lesson Observation: The Quality of Learning and Teaching

	INADEQUATE (4)		SATISFACTORY (3)		GOOD (2)		OUTSTANDING (1)		
1			Teaching may be good in some respects.		Teaching is consistently effective in ensuring pupils are motivated and engaged.		Teaching is at least good and much is outstanding.		
2	Teaching does not promote enjoyment		Pupils show interest in their work. Teaching ensures that pupils are generally engaged by their work and little time is wasted.		Pupils motivated and engaged.		Teaching is highly effective in inspiring pupils.		
3	Little Learning and progress		Pupils make progress broadly in line with their capabilities.		Pupils demonstrate good progress and learning.		Pupils learn extremely well and make excellent progress.		
4	Limited subject knowledge		Teachers' subject knowledge is secure		Teacher has strong subject knowledge which enthuses and challenges most pupils.		Excellent subject knowledge is applied to challenge and inspire pupils.		
5	Resources including ICT have very little positive impact on learning		Adequate use is made of a range of resources, including new technology, to support learning.		Good, imaginative use is made of resources including new technology to enhance learning.		Resources including ICT contribute to the quality of learning.		
6	Support by other adults is not effectively deployed		Support provided by other adults is effectively deployed		Other adults' support is well focused and makes a significant contribution to the quality of learning.		Precisely targeted support from other adults contributes to learning.		

7	Assessment takes too little account of pupils' prior learning.		Regular assessment informs planning, which generally meets the needs of pupils.		As a result of good assessment procedures, teachers and other adults plan well to meet the needs of all pupils		Teachers and other adults are acutely aware of their pupils' capabilities and their prior learning and understanding and they plan effectively to build on these.		<i>Need to see planning and assessment.</i>
8	Pupils' understanding of tasks is not used effectively to help them improve.		Pupils are informed about their progress and how to improve through marking and dialogue with adults		Pupils are provided with detailed feedback, both orally and through marking.		Marking and dialogue between teachers, other adults and pupils is of a high quality.		
9					Pupils know how well they have done and can discuss what they need to do to sustain good progress.		Pupils understand in detail how to improve their work and are consistently supported in doing so.		
10			Teachers monitor pupils' work during lessons, pick up general misconceptions and adjust their plans to support learning.		The teacher listens to, observes and questions groups of pupils during the lesson in order to reshape tasks and explanations and to improve learning.		The teacher systematically and effectively checks pupils' understanding throughout the lesson, anticipating where they may need to intervene and doing so with striking impact on the quality of the learning.		