**13: IMPROVING LESSONS** - **A BRIEF LEARNING WALK INTO LESSONS**

Class……. Age Group…………. Name of teacher………………………………….. Date………………………

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| **ASPECTS** What we are looking for? What do we see, hear, and what did the pupils tell us? | **OBSERVATIONS - NOTES** |
| **Classroom learning environment****First impressions** – welcoming – positive - meet & greet - organised – tidiness – signage for resources to facilitate independent learning. Does the classroom looks efficient and effectively focused for learning? Room lay out, furniture, use of space.Learning walls / working walls / informative / open questioning / celebrating success walls – notices – routines – school values etc. |  |
| **Ethos & values, SMSC / British values and learning atmosphere.** **Embedded good established learning / work routines and systems that show consistency and are progressive across the school.****Relationships and communication** within the class team. Clarity of instruction, high expectations, time related goals. How effective the class team is – critical friends.Pupil to pupil, pupil to adult, respect shown.Pupils have confidence to ask and demonstrate independent learning. What to do if I’m stuck? What do I do if I’ve finished? |  |
| **Lessons in progress – aspects that might be seen, but we expect to find evidence of!** Are school non-negotiables / routines / expectations seen and clear?**What are they expected to be learning?** Is it a seemingly well-planned lesson? Are SMART objectives evident? Success criteria. **Differentiation for groups.** Having high expectations. Are the most able challenged.**Pupil engagement** – inspired to learn – appropriate differentiated learning opportunities to stimulate & matched to pupil needs.**Sensible buzz** **of pupil good learning behaviours and conduct.****Pupil attitudes to learning** – sharing – resilience, concentration, independence – team working.**Quality of learning & facilitation** – how much teacher / adult talk? What are the other adults doing? Monitoring pupil progress, observing, assessing progress? Acting as ‘critical friends’ to each other?**Dialogue and challenge** or facilitation by adults. **Pace, match and quality of activities** – well timed - evaluation of what the adults are doing during the lesson – how well are pupils learning and are they on task? **Risk taking**, **flexibility** – if things are not working and pupils are struggling or finding activities too easy. Prepared back up / extension activities.**SMSC / British values in action** throughout the lesson.**ICT at the point of learning**. Independent learning**,** pupils taking personal responsibility, helping others.**Quality of interventions by adults** especially for SEND pupils. Rapid progress. Closing the gaps.**Use of and recording, Assessment for Learning.****Use of in lesson reflections (plenary)** on small aspects of learning. **Pupils understanding their progress, their targets and next steps –** recording for next time. Regular review of in lesson pupil progress and new learning.**Pupils receiving feedback** – **marking** - use of comments (written and verbal) by pupils in work. Peer assessment - **Staff making recorded Assessments- AfL**Pupil interviews – they talk openly about their feelings, their lessons and their learning.**All pupils show & know their progress each lesson.** **Adults should know too for next lesson! Who needs more help? Annotated planning.** |  |
| Overall impressions and judgements – the quality? | Specific considerations or developmentsTeacher – other adult comments |

Signed by observer ­­­­­­­­­­­­­­­­­­­……………………………….