**33: OUTSTANDING CLASSROOM PRACTICE – MY REFLECTIONS ON 10 POINTERS!**

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| **Key pointers for outstanding teaching** | **What more should I like to do?** |
| 1.**What’s my vision,** what am I trying to achieve lesson by lesson – for my responsibility if I have one.  What will the impact of what I do or say be on pupils and or their parents? Am I using emotional intelligence?  For colleagues and for those children in my direct care of their progress and well-being?  How well do I know **all** those I teach? How am I going to move them on? Can I be sure **all pupils** make progress during every lesson? Will I or they have evidence? Are there clear individual outcomes lesson by lesson? |  |
| 2. **Lesson planning** – How did I use the PPA time? Can I make learning exciting? Is it inspirational, engaging and perhaps innovative? What do I want pupils to learn? How will I know they’ve all made progress? I’ve considered differentiation – match. How will I support, and make use of other adults in the class with me - develop the class team? Critical friends. Does the use of technologies feature?  Do I think – Hooks, Highlights and Outcomes (outcomes 1st)?  Is my planning annotated after the lesson? |  |
| 3. **Teaching style and strategies** – Maximising learning time - school non-negotiables – starters with challenge – **Learning** – Learning objective(s) and success criteria – in lesson pace – direct teaching (not talking too much!) – pupil research – their personal responsibility (independent learning) – my facilitation, sharing learning (plenaries) – do pupils know why they are doing learning activities as well as what they are doing? Coaching / mentoring. Always being consistent.  Do pupils know their progress and expected next steps?  Am I prepared to listen to pupils and other adults with me and take risks in changing what I planned for groups? Am I flexible-use silence?  Do I always consider extension activities for the more able?  Do I teach, expect and enforce good learning habits?  How do I use planned home study? |  |
| 4. **Assessment** – do I arrange to record formative assessments during lessons? Have pupils used our marking and feedback comments in their next work? How do I know which pupils are in my target group for the next lesson? Quality of presentation – handwriting in their work.  Is my marking / feedback up to date and recorded?  Am I ready for the next Pupil Progress Meeting? |  |
| 5. **Behaviour and conduct**. How do I model high expectations?  Do I teach good behaviour and conduct? Attend to low level disruption every time? Am I consistent in the quality of my in-class and around the school dialogue with colleagues and pupils. Do they think I’m truthful, honest and genuine? How do I use my learning environments? |  |
| 6. **Gathering pupil and parent views** – have I developed a regular process to reach all pupils over time?  What are they telling me? What do I do with what I find out? |  |
| 7. **Visitors** to my classroom and my teaching – senior staff – Governors – external visitors! Am I always prepared/not phased? |  |
| 8. **Being professional**. Keep up to date with the ‘Big Picture’ International, National, Local, School and Classroom – Web sites – Ofsted, DfE, School – Internet Google for ideas? Meeting National Standards – Appraisal process |  |
| 9. **Attention to detail** – think 360 degrees. Do I need help, advice, will I ask and listen?  Do I engage in professional dialogue with colleagues?  Do I need to improve my subject knowledge?  How do I cope and present myself with my own celebration of success and receiving hard messages? |  |
| 10. **Personal**. Do I consider my own well-being and have a life out of school? Do I have my own personal critical friend who looks after me? |  |