

| WHAT THE TEACHER (TEACHING ASSISTANT) DOES | | | | | | | | |
|--|--|---|---|----|--|---|----|---|
| Aspect LEARNING | Inadequate 4 | Requires Improvement 3 | | | Good 2 | | | Outstanding 1 |
| | 4 | 3 - | 3 | 3+ | 2 - | 2 | 2+ | 1 |
| 1) Sharing of Learning Objectives | Not done or referred to once and this is not clear as a result . | Shared but needed to be built upon . | | | Shared and referred to. All clear of the purpose of the lesson. Objectives are part of the learning and this is clear and fully explored in lesson and plenary . | | | Clearly seen, spoken and referred to throughout and in plenary . Plenary fully explores objectives and prepares for the next lesson . |
| 2) Planning of tasks/activities. Use of assessment to inform planning. | Teaching is poorly planned. Limited evidence of assessment being used to inform planning. Tasks are pitched at the same level for all abilities in the class, with no extension activities provided. Little taken into account of the nature of the pupils' needs . | Tasks are pitched at the general ability of the class, with extension activities provided for the most able and support mechanisms in place for those who find learning more difficult. Variety used, including technology when relevant. Assessment has been used to inform planning but could be employed more effectively. | | | Teachers use effective planning to help children learn well. Assessment has clearly been used to effectively inform planning. Teachers have clearly used their subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. Clearly differentiated and variety /sections to engage pupils and their needs. Models used. | | | Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. Assessment has been used highly effectively to inform planning. Tasks are set at a level suitable for individual pupils . The work is achievable for individuals if they work hard and try their very best. Highly differentiated and variety for all learning needs. Intervention within the lesson . Teacher goes that extra mile . |
| 3) Deployment of Teaching Assistants | TAs do not meet the needs of groups of pupils so that their learning is limited by too much being done for them , rather than helping them to do the work for themselves | TAs provide suitable support for groups of pupils regardless of their aptitudes and needs. Such support helps them to achieve the objective , but may miss opportunities to promote wider skills. | | | TAs, where applicable, are well deployed to support learning for groups of pupils regardless of their aptitudes and needs so that all such groups make at least good progress | | | NNs, where applicable, are highly effective in promoting rapid learning for groups of pupils regardless of their aptitudes and needs . |
| 4) SEND | Pupils with specific learning needs are not provided with appropriate support and guidance to allow them to make progress. | Pupils with specific learning needs receive support that allows them to make satisfactory progress | | | Pupils with specific learning needs receive support that allows them to work independently and make good progress during the lesson | | | Pupils with specific learning needs receive support at the time and level it is required to optimise their learning . Teachers identify and support any pupil who is falling behind, and enable almost all to catch up. |
| 5) PP pupils | Teacher is unable to state when asked which pupils in class / set are Pupil Premium. | Teacher can name PP pupils. PP are named on English, maths, science planning. Evidence of planned support and monitoring to target PP pupils which benefits some but not all PP pupils. | | | Planned support and monitoring targets PP pupils throughout lesson effectively. All PP pupils make good progress because teaching clearly develops their knowledge, understanding or skills. | | | Planned individualised support and monitoring targets PP pupils highly effectively. All PP pupils make better than expected progress because teaching clearly develops their knowledge, understanding or skills. |
| 6) Teacher subject knowledge, enthusiasm and enjoyment for teaching and learning | A lack of up to date subject knowledge restricts the learning and teaching. | Satisfactory understanding of the subject does not restrict the learning but also does not allow teachers to effectively develop, consolidate and deepen pupils' knowledge. | | | Clear understanding of the subject. Teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. Knowledge is shared in a variety of ways and always engages pupils . | | | Teacher shows passion, enthusiasm and enjoyment and demonstrates a deep knowledge and understanding of the subjects they teach . |
| 7) Teaching/learning is exciting with an appropriate balance of pace and time for children to process learning. | Lack of pace and purpose . Alternatively, large sections of the input or activities are rushed so pupils cannot access learning. | Pace appropriate at times but little variety . Pupils are given time to access the learning but not enough time to apply their knowledge and understanding in new ways that stretches their thinking and to practise key skills. | | | Clear pace and purpose . Time in lessons is used productively. Pupils are given time to apply their knowledge and understanding in new ways that stretch their thinking and to practise key skills. | | | Teaching is exciting; inspired; stimulating approaches. Excellent pace for all . Teachers provide adequate time for practice to embed the pupil's knowledge, understanding and skills securely . |
| 8) Teacher challenges pupils to achieve / develops pupil resilience | No or little challenge for pupils who need motivating. Children "give up". | Majority are challenged . Some children require support to motivate them to tackle challenging tasks – the support the teacher provides is adequate for this. | | | Teacher sets clear tasks which challenge all pupils at appropriate levels . Teacher expects and encourages all pupils to work with positive attitudes so that they can apply themselves and make strong progress. | | | Teachers are determined that all pupils achieve well. They encourage all pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning and actively develop pupil resilience. Teachers introduce subject content progressively and constantly demand more of pupils. |
| 9) Teacher develops whole curriculum, mechanics of English etc. | Aspects not picked up when clear links present themselves . For younger children in particular, the teaching of phonics is only partially effective in enabling them to tackle unfamiliar words. | Links made for pupils. Need to be developed further . For younger children in particular, the teaching of phonics is not yet fully effective in enabling them to tackle unfamiliar words. | | | Opportunity for pupils to make connections and use and extend knowledge . Teachers develop pupils' reading, writing and communication, and where appropriate, mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words. | | | Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words. |

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| 10) Use of Effective Questioning | Poor questioning using closed questions or no questions. | Questioning has purpose and is open . However, who is asked and how asked needs altering. | Questioning open and purposeful . Variety of pupils asked and in different ways ; clearly planned . Teachers use questioning skilfully to probe pupils' responses. | Teachers use questioning highly effectively (differentiated through methods, types and to whom) and demonstrate understanding of the ways pupils think about lesson content. |
| 11) Written and verbal feedback is given and used in a purposeful and positive manner by the teacher, teaching assistant. | Little verbal praise is used. Books /Folders not marked or surface marked with no clear praise and target . No feedback in the lesson. | At times verbal praise is used. Feedback is given in the lesson and this clearly is the norm. However, formal written feedback evidence is scarce and/or there is little or no evidence in books that pupils respond to it. | Written feedback is seen and is clearly given regularly – pupils respond to this. Verbal feedback is a natural part of the lesson and clearly relates to progress. Pupils are given sufficient time to review what they are learning and to develop it further. | Teacher provides pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively. Continued praise throughout publically and privately . |
| 12) Equality and Diversity / Promotion of British Values | Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils. | Teacher does not effectively challenge stereotypes and the use of derogatory language in lessons. This does not discriminate against the success of individuals or groups of pupils but teacher could do more to promote equality of opportunity and diversity in teaching and learning. | Teacher challenges stereotypes and the use of derogatory language in lessons. Teacher promotes equality of opportunity and diversity in teaching and learning. | Teacher is quick to challenge stereotypes and the use of derogatory language in lessons. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. |
| 13) Homework is set and pupils are actively involved with this. | Homework unclear and not given time. Little classroom awareness. No or little homework produced and pupils see little value in it. | Homework: appropriate, relevant and set with clear time frame. Homework completed to a satisfactory standard. | Most pupils value their homework and share with enthusiasm. Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come. | Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come . |

WHAT THE PUPILS DO – Behaviour/Conduct/Attitude to Learning

| Aspect LEARNING | Inadequate 4 | Requires Improvement 3 | | | Good 2 | | | Outstanding 1 |
|--|---|---|---|----|---|---|----|--|
| | 4 | 3 - | 3 | 3+ | 2 - | 2 | 2+ | 1 |
| 14) Pupils behave and are involved | Behaviour issues prevent progress and the teacher does not address these | The majority are involved and contribute. | | | One or two behaviour issues, which are effectively managed following the Seaside behaviour policy . Pupils focus well on their learning because teachers reinforce expectations for conduct. | | | All involved. All contribute. Teachers manage pupils' behaviour highly effectively with clear rules that are consistently reinforced. |
| 15) Pupils show enthusiasm and enjoyment for classwork | Little or no engagement by majority of pupils. | Majority of pupils engaged . A few are not and this is not addressed. | | | Most show enthusiasm and enjoyment in class. Most pupils are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills. | | | Pupils are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons. |
| 16) Pupils demonstrate resilience in the face of challenge | Pupils 'give up' when facing challenging work. | Pupils demonstrate they are developing the capacity to learn from mistakes. Most pupils 'give it a go'. | | | Pupils have developed the capacity to learn from mistakes. They all 'give it a go'. They are keen learners who want to find out more. | | | Pupils love the challenge of learning and are resilient to failure. |
| 17) Pupils know what they are doing and can say why | Pupils unaware of the purpose of the lesson and are unable to explain what they are doing | Most can explain what they are doing and why they are doing it | | | Pupils' learning is differentiated and all pupils can say what they are doing and why . | | | All pupils understand and can explain what they are doing and why . This is differentiated. Some pupils can make further connections and explain what they need to do next . |
| 18) Pupils know their targets and next steps | To most this is a mystery until prompted . | Pupils can show what their targets are and can explain them in pupil language. | | | Pupils know targets and can explain what they have to do . | | | All pupils share clear knowledge of targets and what they have to do to meet these . They are fully engaged with the process. |
| 19) Class environment Pupils behave and help each other; able to praise each other and use Even Better If | Pupils actively block learning for others. Negative comments pervade. | Pupils do not block learning. Pupils use praise with encouragement | | | One or two pupils help others and no one blocks learning. Pupils can praise each other and can use even better if (EBI) sensitively. | | | Pupils go out of their way to help each other and provide mutual support. Excellent use of praise and EBI . |

| 20) Pupils evaluate learning and progress | Pupils unable to say what they can do and what they need to do | Pupils can say what they have to do and show this in their work | Most pupils commit to improving their work. Pupils use feedback well and know what they need to do to improve. | Pupils evaluate own and others accurately and constructively . Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve. | | | | |
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| 21) Pupils use knowledge from other aspects of the curriculum e.g., numeracy, mechanics of English | Pupils unable to transfer knowledge; they cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are not able to access the curriculum. | A few pupils can use their knowledge and transfer their understanding. | Some pupils clearly using knowledge and can transfer and extend learning. | All pupils clearly using knowledge and can transfer and extend learning. | | | | |
| THE OVERALL VIEW | | | | | | | | |
| Aspect LEARNING | Inadequate 4 | Requires Improvement 3 | | | Good 2 | | | Outstanding 1 |
| | 4 | 3 - | 3 | 3+ | 2 - | 2 | 2+ | 1 |
| 22) Progress in lesson observed. Progress over time in books. | Pupils or groups of pupils make inadequate progress because teaching does not develop their knowledge, understanding or skills sufficiently. There is very little evidence of progress over time in pupils' books. | Pupils <u>or groups of pupils</u> make less than expected progress because teaching only largely develops their knowledge, understanding or skills sufficiently. There is some evidence of progress over time in pupils' books. | | | All pupils <u>or groups of pupils</u> make good progress because teaching clearly develops their knowledge, understanding or skills. There is clear evidence of progress over time in pupils' books. | | | All pupils <u>or groups of pupils</u> make better than expected progress because teaching is highly effective in developing their knowledge, understanding or skills. There is strong evidence of consistently good or better progress over time in pupils' books. |
| 23) Monitoring and adapting | No checking or intervention seen. Common misconceptions are not identified or addressed, which impacts on the overall progress in the session. | Majority of pupils' progress checked. Some common misconceptions are identified and the teacher intervenes to the benefit of some individual pupils. However, teachers do not effectively reshape tasks or explanations so that pupils better understand concepts. | | | Progress of all pupils checked. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them improve their learning. Teachers reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths. | | | Teacher checks pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. Pupils' common misconceptions are identified and acted upon to ensure they are corrected. |
| 24) Place of Learning | No prompt start to the lesson. Pupils without equipment. Environment not conducive to learning. | Prompt start. Pupils with equipment. Pupils know where all resources are. Room organised and displays emphasise learning. | | | Prompt start. Lesson has an efficient and effective atmosphere. Well planned and resourced. Pupils use all resources effectively. Displays are clear, renewed, used by pupils. Room organised for maximum learning | | | All engaged. Everyone on time. Lesson has an efficient and effective atmosphere. Lesson could have continued. Lesson organised for maximum learning. Pupils have a positive contribution to their own learning. Displays learning focus, engaging and renewed/changed/added to frequently. |
| 25) Enthusiasm and Enjoyment | Some pupils were clearly disengaged and not challenged. | Pupils do what is asked and most are happy to do so. Place of respect. | | | Most pupils and staff enjoy every aspect of the lesson. Respect is mutual. | | | Enthusiasm, enjoyment and respect fully pervades the classroom. |
| 26) Professionalism | No attempt to model school handwriting policy. Repeated use of incorrect standard British grammar e.g. "I done it." "We was playing." "Somethink." "You done really well." A blatant disregard for Seaside policies and procedures. | Teacher makes a good effort to model school handwriting policy but does not do this consistently. One or two lapses in use of correct standard British grammar. Teacher largely follows Seaside policies and procedures but could do so more effectively. | | | Teacher models handwriting in pupils' books and on board which is in line with the school policy. Teacher ensures they model standard British grammar in their speech. Teacher follows Seaside policies and procedures effectively. | | | Teacher models handwriting in pupil books and on board in line with school policy, raising children's awareness of this when appropriate. Teacher not only models standard British grammar but takes every opportunity to actively and sensitively encourage pupils to do the same. Teacher is exemplary in following Seaside policies and procedures and takes every opportunity to actively and promote these. |

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| Teacher: Hannah Fricker Teaching Assistant: Carly Souter | NoR: 28 | Date: 13 March | Time: 10.50-11.50 | Class and Year Group: Year 2 Middle Ability Set |
| Judgement: Outstanding | | Observed by: LM +RN | | Formal or Drop in: Performance Management |
| Learning Intention / Subject: Can I add two numbers using the partition and recombine method? | | | | |
| <p>Strengths:</p> <ul style="list-style-type: none"> • Very prompt start, clear Can I shared and children settle instantly. • All children focused on learning and engaged throughout. • EBI's are addressed in books and mark marking and feedback have an immediate positive impact. • Upon completing Can I children all instantly focus on warm up task on board. Not a second is wasted. • The TA works well with individuals and is instantly at their level. Praise is warm, children all smiling! • There are first class relationships apparent throughout the room. • The teacher monitors and adapts learning well as she rotates around the room. • Meryamm joins late, instantly picked up on by the TA who reshapes learning to ensure all pupils make progress. • Questioning is excellent. Why? How? Children are always being asked to communicate and explain their thinking. • Praise from adults is warm, genuine and really does have an impact of pupil self-esteem. • Great use and exemplification of school calculation policy. • Pace and expectations remain high throughout the session. • Clear subject knowledge is demonstrated by the teacher and the TA throughout the session. • Behaviour is first class. • Both adults use very clear modelling to ensure that the children gain clear understanding of new concepts and methods. • The teacher uses misconceptions really well to drive home teaching points, this ensures that the children stay fully engaged in their learning and helps them understand it is OK to make mistakes. • Marking and feedback in books is exemplary. • Progress in this session and over time, as evidenced in books, is outstanding. | | | | |
| TA Effectiveness as instructed by the teacher: | | | | |
| <ul style="list-style-type: none"> • Highly effective. Adds greatly to the learning that takes place in the class. | | | | |
| TA Effectiveness (to be feedback to the TA after the observation and used for their PM): | | | | |
| <ul style="list-style-type: none"> • The TA seizes the initiative and acts more like another teacher than an additional adult. The TA clearly relates well to the teacher and the children. The combination of the three makes for a driven, dynamic, but incredibly friendly team. | | | | |
| Appraisal development points for next observation: | | | | |
| <ul style="list-style-type: none"> • Just be 100% sure that all children are accurately recording progress towards their targets on their target cards. | | | | |
| Personal professional development point for next observation: | | | | |
| <ul style="list-style-type: none"> • This kind of provision must continue to be shared across the school, particularly with those in Year 1 and Year 3 so that they can see the journey their children are on. | | | | |
| General Comments: | | | | |
| <p>This was an outstanding session Hannah, and possibly the best I have ever seen you teach. Your confidence meant that the children made outstanding progress in this session, and it is clear that this is replicated over time.</p> <p>You are an excellent teacher; you are everything that we are trying to exemplify at New Horizons Seaside.</p> <p>The children, parents and staff think you are fantastic. I include myself in that number! You hide your "light under a bushel" which goes to prove what a humble, hardworking professional you are. We are lucky to have you!</p> | | | | |