

### What Might Behaviour for Learning Include Consideration Of?

*In no particular order, not comprehensive*

- Attitudes to learning and conduct in lessons
- Attainment and achievement
- Use of time by pupils
- Time taken to come into the classroom
- Hands up
- Listening
- Disturbing the teacher
- Distraction
- Responding to questions
- SMSC – awe and wonder – ‘wow’
- Mix of children (distinctive groupings)
- Ambition
- Playtimes/ playground
- Views of pupils
- Low-level disruption
- Respect/ courtesy
- Discussion/ talk for learning
- ‘typical behaviour’
- Attention
- The way pupils talk to each other
- Work – neatness – layout of work
- Excitement about learning
- Engagement with the lesson
- Relationships
- Support asked for/ support for each other
- Resilience
- SEND
- Challenge/ response to challenge
- Consistency – groups/ interventions/ classrooms
- Teacher talk
- Attendance and punctuality
- Teacher language
- Incident book
- Response
- Independence
- Smooth progress of lessons
- Explicit mentions of behaviour
- Rewards
- Use of wall displays by pupils
- Use of other resources by pupils
- On-task
- Appearance of books – e.g. doodles
- Pride
- Enthusiasm
- Self-evaluation
- Students’ treatment of school facilities

## **What can Governors look for on a Learning Walk or visit?**

The following standards may seem very high in places, but are derived from genuine observations of outstanding classrooms, teaching and learning.

- How quickly are children ready to learn? When they come in from the playground, how long is it from the first child reaching the classroom doorway to learning commencing for all children? Guide time for outstanding – 3 minutes.
- When the teacher is talking to the class, do all children look at her, even before she has started speaking, in expectation of interesting learning?
- When pupils are chatting at their desks, are they all talking about their work?
- Does the teacher take account of the previous activity? For example, if the children have been sitting in assembly, do they do something active before being asked to sit and listen? If they have come from the playground on a windy day, is there a calming activity first?
- Does each part of a lesson last for a relevant, but brief period of time, so that all children have every chance of remaining focused? E.g. does the whole class listening at the start last around ten minutes?
- Is negative or undesirable behaviour made explicit at any point? ('John, don't call out', 'Ella, put your hand up'). If there is even one explicit (negative or mention of a negative), the lesson is unlikely to be outstanding. This includes all adults – teachers, TA's, parent helpers.
- Do pupils talk enthusiastically about their work? Do they know what they are doing and why, and how they are trying to do their best and improve?
- Is there a sense of expectation that the session is going to be interesting, exciting and active?
- Is there a variety of techniques used – children doing different activities during the lesson, IT used imaginatively, interaction with the IWB (rather than presentation) – and do pupils expect and ask to work and do different things to those suggested by the teacher?
- Do pupils help each other readily and well, and work enthusiastically with any and every other child?
- Are children working hard and always doing their best? Do they strive to be neat at all times, and to use systems for setting out their work?
- Is it the quality of work, excitement and engagement that drives behaviour?
- Do pupils readily and actively use the resources around them, including displays and items on desks to support and drive their learning?
- Are pupils able to carry out open-ended and/or investigative tasks? Do they approach them logically, with resilience, independence and determination?
- How do pupils report the behaviour of others when asked directly?

Outstanding – all, without exception, for the whole session and over the longer term

Good – nearly all for all of the time, or all for most of the time

Satisfactory – nearly all for nearly all of the time

*Below is a table of exemplar areas and some guidance of how each grade might be observed in a classroom.*

	<b>Outstanding</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Inadequate</b>
<b>Readiness</b>	The time between the first pupil appearing at classroom door and all pupils learning is no more than three minutes. All pupils' eyes are on the teacher as soon as they sit down, in anticipation.	Pupils are all quickly ready to learn. All pupils listen well to the teacher when she talks.	Pupils are ready quickly and most focus immediately on the teacher. One or two may need reminders, or there may be playground incidents to resolve.	Learning is delayed due to the behaviour of one or more pupils, or due to the need to resolve incidents from outside the classroom first.
<b>Groups</b>	All pupils cooperate fully with all other pupils, supporting and learning from them. Given a free choice, pupils enjoy interaction with a wide variety of others.	Pupils choose to sit and work with those who maximise their learning. There are no obvious groupings at first observation, except by ability	Pupils often choose to sit with friends, or pairs/ groups are apparent by gender or ethnicity. Pupils mainly choose wisely to support their learning.	Pupils fail to develop their learning well due to lack of cooperation with others in the class
<b>Response</b>	All pupils respond thoughtfully in a variety of ways, and there are genuine learning interactions between peers and with the adults in the classroom.	Successful systems, such as hands up, clearly planned opportunities to respond on paper, etc., mean that all pupils learn well, and respond enthusiastically	Most pupils respond well, but some do not willingly volunteer answers, or lack resilience or independence when asked to respond on paper.	One or two pupils dominate class interactions, and some do not offer any answers. On paper, some rely on the support of others to respond adequately
<b>Resources</b>	All pupils freely use any resource available to them which aids their learning. Wall displays are readily employed to support tasks given, and the internet is used when useful.	Pupils use resources planned and set out for them. They may take turns to use the internet for their work. Wall displays are used when they are new and relevant to a topic.	Most pupils use resources well but some may try to work independently without using them. ICT is used when pupils ask. Wall displays follow school policy	Pupils are unable to use relevant resources, as they do not know how to, or they are not available. ICT is not used in the lesson, and wall displays lack relevance to the task.
<b>Resilience and independence</b>	Open-ended and investigative work is a feature of every lesson. Pupils respond enthusiastically, and seek challenge. They support each other in finding solutions, which are logically reached. All pupils try various strategies before seeking peer, then adult support	Open-ended and investigative work is planned in every lesson. Pupils are developing their skills in working logically towards solutions. Some pupils may still lack confidence in supporting more able peers.	Open-ended and investigative work is planned weekly. Pupils have some limited ideas such as setting out data, but this may be restricted to (for example) bar charts. Pupils support the others in their group.	Some pupils ask too easily for adult support, and one or two may appear to rely on it. The teacher is often disturbed by queues or hands up, during which time those children are not learning.
<b>Interest</b>	All pupils all enjoy the classroom, often wanting to continue their work rather than move to the next activity. Their reward is their learning and tangible rewards are infrequent. They are highly motivated by the tasks they are given and eager to be challenged to learn.	All pupils enjoy school, and are keen to do their best at all times. They respond positively to praise, which is the main reward observable in the classroom. They are keen to be neat and to learn.	Most pupils work hard at all times, striving to learn and do their best. One or two individuals may be harder to motivate. Reward systems are consistent. Pupils enjoy being at school.	Some pupils lack interest or motivation, or some report a dislike of school or aspects of learning. Some recorded work is scruffy, or has doodles. Conversation may not be to do with the task they are engaged on.

'Satisfactory' may be more readily thought of as 'inconsistent'.