



Teaching and Learning Checklist

	Outstanding	Good	Satisfactory	Inadequate
Learning	Clearly observable and measurable for <u>all</u> children. Children able to say what they have learned and how this relates to other learning and experience	Differentiated learning objective achieved for most children and some go beyond. Children able to say what they have learnt	Learning objective achieved for most.	Few achieve learning objective, or all achieve it too easily. Children unable to say clearly what they have learnt
Learning Objective	Clear route towards learning outcome followed inevitably throughout lesson, with clear ending	Clear learning objective, referred to frequently throughout lesson, with reminders or clarification given when necessary	Written on board or other obvious place. Referred to. Lesson planning relates uniquely to this learning intention	Not set clearly
Teaching	Wide range of methods. Children lead some parts. Questioning is probing and individual	Variety of methods within lesson. Teacher uses responses to guide next steps	Some questioning and interaction. Teaching relies mainly on one method	Dull, often a discourse from the front. 'Chalk and talk'. Supervision rather than teaching. Closed questioning
Behaviour	Only praise and encouragement, no poor behaviours seen or mentioned. Tangible rewards not given during lesson	Poor behaviours spotted very early and dealt with immediately and consistently. Good behaviours noticed and rewarded	Children behave generally well, poor behaviours dealt with promptly, and some praise and rewards given	Poor behaviours are frequently noticed and commented on. Learning stops whilst poor behaviour is dealt with. Sense of frustration in teacher.
Relationships	Natural and easy. Clear adult/ child relationships established. Clear unspoken expectations	Strong and positive with children and other adults in room. Clear expectations	Strong and responsive positive interaction between adults and children in room	Underlying tension or fear from some children. Uneasy relationships with one or more children in room. Unfairness apparent. Unintentional unequal attention given.
Motivation	Pupils are engaged in their work, interested, and understand this is one element of their day	Pupils do not want to leave their work, are absorbed by it and excited and keen to talk about it	Pupils want to do well, work hard and want to please their teacher	Pupils are easily distracted, do not see the purpose in completing task, and generally lack motivation.
Failure	No fear of failure. Confident and unfazed when things go wrong	Aware of personal strengths and weaknesses. Work to strengths	Little sense of failure, encouragement to the positive, successes advertised to class	Failure allowed and often not acknowledged. Little constructive support.

Perseverance	When stuck, students independently seek another way or an alternative	When work is difficult, pupils persist and try different strategies, sometimes with adult help	When work is difficult, pupils wait for adults to help, often with hand up.	When work is difficult, pupils give up easily and show little interest in continuing, often having to be encouraged to do so.
Independence	Demonstrate independent thinking, ideas and learning to one another. Pupils devise strategies together	Opportunities given for children to work and to learn independently. Pupils help each other	Some independence allowed, within context of teacher planning	Overly teacher directed. No independent opportunities
Classroom management	Children appear to have been born here: know where everything is, know routines, don't seem to need the teacher	Well established routines. Resources clearly labelled. Smart and stimulating environment	Children know routines and resources for that lesson. One or two things are organised during the lesson	Low level disruption goes unchallenged. Some resources missing – not enough photocopies. Untidy or disorganised room.
Timing	Lesson fits exactly into time available, with smooth flow between one part and the next. Always sufficient time available.	Planned timings are adhered to, with adjustments made in-lesson where appropriate, and which add to, rather than affect the learning	Planned timings are accurate, with adjustments made to stop lesson or its elements, overrunning	Timings not planned, lesson overruns, or some parts rushed. Learning is lessened because of this. Teacher ploughs on with planned work, even when it is not working
Volunteer helpers	Always seem to be some in the classroom	Often some to be found helping the class, in and out of the classroom	Occasional helper	Never use volunteers
Elements	The lesson includes plenary, links to past learning, 'warm-up', main activity, etc in a way that does not split the lesson into obvious parts	The lesson includes the main features (starter, main activity, plenary, etc) which are planned for	The lesson includes the main features	The lesson is missing more than one of the key elements
Plenary	Summarises, reminds and adds to the learning which has taken place. Likely to include contribution from children	Summarises and reminds of the learning which has taken place. Likely to include or involve children actively	Reminds the children of what they should have learnt	Is absent or cursory
Homework	Links with real life in a way which enthuses children	Links with real life and is a worthwhile addition to the learning	Gives an additional task or thought linked to the lesson	Is absent or not related to learning objective. May be given as an addition rather than as an integral part of the learning

Planning	Is shared with all adults in the room, who know their tasks and are confident before the lesson commences. Differentiated for individuals.	Includes all adults, is differentiated for groups	Has clear learning objective and relates to National Curriculum outcomes	May be absent, or lacks other features. Other adults unclear of their role. SEN and/or more able not specifically catered for.
SEN	All adults working with a child are familiar with IEP, and actively alter tasks to enable small steps targets to be achieved	Needs of SEN children are catered for, usually within a group	Adequate differentiation within class. Clear learning takes place for SEN children	SEN children fail to understand learning objective, or do not make as good progress as most of the class. Needs not specifically catered for, or sent to work outside room on separate task.
Main activity	Is as long as is necessary for the learning to take place for all. Is exciting.	Lasts 20 – 25mins, and good learning takes place. Teacher supports one group alone for 10 – 15 mins	Is worthwhile and adds to learning. Lasts reasonable time, and teacher supports mainly one group	Lasts too long or not long enough, and this hinders learning. Teacher is distracted by members of different groupings
Challenge	Sustained challenge at all times for all children.	Challenge for all in some part of the lesson	Challenge for most	Little or no challenge
Responsibility for own learning	Children know what to do next without referral to an adult. Follow-on tasks are challenging and related to learning objective for that lesson	Understand why they are doing task, and what might come next. Approval sought for some elements of lesson	Keen to do the given work, may move to unrelated task (e.g. reading book) when finished and awaiting adult approval	Queue to see the teacher. Sit and wait when task is finished. Do not know what to do next as have not been told.
Targets	Child understands why they are doing a task, what their next step is, and how this relates to the end of Y6	Next step can be achieved during this lesson. Targets stuck in book related to National Curriculum levels. Small step advice given by teacher with opportunities to follow up at later date. Targets are 'SMART'	Child knows what they have to do to improve. Targets written in 1/6 of all books regularly. Targets are achievable in the short term.	No targets given, or targets are too long term to be easily achievable. Child has little interest in targets, sees them as irrelevant.
Standards	High quality presentation and effort at all times without reminder. Pride in all work	Presentation rules stuck in books or on wall, and children follow the guidelines, which are insisted on. Proud of their work. All children have a piece of work displayed	Presentation rules available, but not always followed. Children proud of some work. Reminders given for neatness and accuracy	No guidelines, or given but not consistent. Some poor quality work which shows decline or lack of care

Opportunities	Clear evidence that the children have frequently visited and learnt out of the classroom, school and town. Visiting adults frequently address class and add to learning	Children occasionally visit places off-site, and occasional adult talks to class. Experience used to stimulate and improve basic skills	Occasional visit off site and some work out of classroom	Class always taught on school site. No visitors or visits
Differentiation	Individual interaction on small steps targets with all children	Differentiation for all parts of the lesson by group, and some individual	Differentiated groups for main activities	No differentiation
Pace	Unrelenting pace but easy and natural flow. Allows children to contribute but does not become distracted. Adjusts lesson timings to achieve clear learning	Quick pace which gives adequate time to each element	Key learning takes place, but pace may vary for some elements	Slow pace, not redeemed. Lesson drifts, distractions allowed. When learning starts to fail, teacher does not stop and move on to different learning.
Interaction with peers	Interaction is a natural and integral part of the lesson	Interaction planned for and aids learning	Interaction allowed during group work, but may not be planned	No interaction. Interaction discouraged even when it may help learning
Open ended	Nearly all tasks are open ended and do not rely on worksheets or text books at any point	At least part of the lesson will be an open-ended task. Some source material may be derived from secondary sources	Open ended tasks may be present but have teacher direction. Worksheets aid learning, short sections of textbooks may have been used to help planning.	Reliance on worksheet or textbook for all or part of lesson. Teacher direction, closed answers.
Monitoring	Teacher monitors work of all children at some points, and gives each a target to work to	Teacher monitors work of most children, with clear focus on one group. Some targets given	Teacher monitors at least one group, giving clear support and guidance.	Teacher monitors none or some children, but gives no guidance or targets
Imagination	All children asked to be imaginative at some point in the lesson	Use of imagination planned for.	Features in some lessons.	No imagination required
VAK	All learning styles are easily and naturally catered for. General classroom layout is used to support this	Learning styles are planned for and several opportunities are apparent throughout the lesson	Elements of lesson refer to different learning styles, but most focuses on one.	Only one learning style addressed
Activity	Pupils are regularly engaged in active learning, being drawn together as appropriate	Pupils are active at more than one point in the lesson, on worthwhile tasks	Pupils are active at some point in the lesson	Pupils are passive and see little point in the lesson
Language	Always unremittingly positive, but naturally so	5 positives to one negative	Generally positive	Little attempt at positive language, or unaware

Demonstrating	Pupils called upon to demonstrate and explain their work to the class and each other	Opportunities are planned and sought. Children are keen and logical. Can demonstrate and explain their learning	One or two pupils or one group may demonstrate at one point, and some learning occurs or is demonstrated	Pupils work individually and do not demonstrate
On task	Pupils enthuse to anyone who will listen about their work. Keen to move on to next step. Focused solely on their learning	On task and doing what is asked of them. Ideas and discussion are all related to the work	Generally on task, quite enthusiastic, enjoy what they are doing	Lack purpose, discuss things other than task, may be fidgety, or not concentrating on teacher
Recording	Work is recorded only when there is purpose to the recording and it improves learning	Work is recorded when it is appropriate to do so. A variety of recording methods is used.	Pupils record a reasonable volume, with interest, sometimes on temporary surfaces such as whiteboards	Pupils do not complete their work, or do not record 'enough'
Groupings	Children group appropriately, always finding sufficient challenge. Left to themselves, children will choose challenge and learning over friendship	Children grouped by ability for more than lit and num. frequent use made of carpet and other areas. More than one regular seating arrangement	Children grouped by ability for literacy and numeracy. Generally sit facing each other in groups of six or so.	Children seated in rows, or little chance for interaction. May always sit in same place. Not always appropriately grouped by ability.
Peer relationships	Mature and positive responses to every child in the room. Works appropriately to support any peer.	Children naturally work with others to find solutions.	Children readily help and support each other, friendly and always willing to work with children who are not their friends	Children always seek to be with friends, and moan if they are not. Often like to hide their answers
Assessment	Assessments made in this lesson inform, change and mould the teaching and learning in the rest of the lesson and beyond	Daily assessments made in teacher's head, and children frequently move between ability groups.	Regular formal and informal assessments made of children, which inform future planning	Teacher does not fully trust own intuition, makes decisions based on formal tests.
AfL	Every child readily knows what small step they are taking to improve their learning	All children know the key things they have to do to improve their learning	Most children know what they need to do to improve in most areas	Children do not know how to improve their work, or have only limited ideas in a few areas
APP	PPM's have been regularly carried out, possibly for all children in the class, and the information used to move individual children's learning forwards. The teacher is highly knowledgeable	PPM's have been carried out regularly for at least one group of 6, and this information used to enhance the learning of all children in the class.	PPM's have been carried out and impact upon the children in the focus group. Knowledge is being extended and the teacher is learning more all the time about the process	PPM's may not have been carried out, and if they have are of limited use. Little impact on individuals and the teacher does not see great benefit in the process.

Use of data	Is fully aware of data sets for own class and beyond. Knows which children are near to next level, and where data indicates there may be strengths and weaknesses	Uses available data to raise questions and investigate. Always looking to improve practice	Is aware of data, and where children are on any scale, but does not always seek to use data to inform and improve practice	Does not make use of or understand available data
Attainment	Children strive to do their best. They know what high attainment is, and this knowledge appears effortlessly gained	Children work hard to meet a set of criteria set by the teacher. They are motivated to reach the top standard.	Children work to achieve goals set for them, and key standards are set for them in the 3 R's	Children do not always know what the high standards are they could achieve if adequately focused, or do not try to achieve them
Achievement	Children are ambitious in their short-term goals, and always want to do better. They can suggest ways of getting quickly to the high standards, but are realistic	Children strive to improve, and are keen to reach goals set for them by their teacher. They see their work as a logical progression between one point and another	Children are focused on doing the right things for their SATs. They do not necessarily see the link with the wider world. They work hard to improve	Children lack ambition, or it is limited. They may work to please the adult rather than through an innate sense of purpose for improving themselves
Community Cohesion	No difference discernible in treatment or performance of any child	Teacher knows all pupils' personal circumstances and plans for full engagement and tolerance	Significant vulnerable groups planned for. Some teaching about other groups.	Teacher unaware of needs of individual children or their circumstances. Some children may be made fun of by others.
Community Contribution	Children are involved in all aspects of the school. Class work is tied in to thinking about and improving the school community. Class lead activities.	Pupils and teacher generate ideas to enhance the life of the school and these are brought to fruition. Class actively join in.	Children participate in clubs and events	Children do not readily join in school events. Participation seems to be an effort