**EFFECTIVE CLASSROOM PRACTICE**

Department ………………………………………………. Teacher / Departmental Self-Evaluation – Classroom Practice Date ……………………………………………….

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|  | **Feature** | **Prompts** | | **Evaluation of Practice**  *(Please indicate as appropriate***)** | | | **Evidence** | **Next Steps** |
|  |  |  | | **Emerging** | **Secure** | **Exemplary** |  |  |
| 1 | **A safe and supportive learning**  **environment** | | **\* How well does the learning environment ensure that learners are healthy and safe and enjoy their learning?**  **\* How well is learning linked to the local, national and international context.**  **\* How well are learners enabled and challenged to demonstrate, use and develop their gifts and talents to make a positive contribution?** |  |  |  |  |  |
| 2 | **Promoting learning** | | **\* How well is an understanding of how students learn and how learning develops, applied and used to support pupils’ learning?**  **\* How well are learners enabled to take charge of their learning and become self-regulating? (Metacognition)** |  |  |  |  |  |
| 3 | **Teacher expertise and subject knowledge** | | **\* How well are knowledge and skills of subjects and themes used to engage, enthuse and challenge learners?**  **\* How well is learning developed through specific subject knowledge and skills?**  **\* How well is the curriculum adapted to meet the needs of different learners?** |  |  |  |  |  |
| 4 | **Consideration of learners’ needs** | | **\* How well are the emotional, mental and social needs of the learner identified and addressed to raise achievement?**  **\* How well are contextual and other barriers to learning identified and removed**  **\* How well is learners’ progress assessed, monitored and evaluated in order to raise achievement?**  **\* How well are the training and learning needs of teachers identified in order that they meet the needs of learners?** |  |  |  |  |  |
| 5 | **Planning** | | **\* How well does planning build on learners’ prior knowledge and attainment?**  **\* How well is planning used to improve outcomes for all learners?**  **\* How well is a range of different teaching and learning styles and strategies used in planning activities to ensure extension, enrichment and progression?** |  |  |  |  |  |
| 6 | **Astound, Engage, Inspire – Learners** | | **\* How well are teaching and learning skills and resources deployed to extend, inspire and challenge learners?**  **\* How are available school policy, systems, structures and settings within the school used to identify potential and raise achievement?** |  |  |  |  |  |
| 7 | **Learning opportunities outside the classroom** | | **\* How well are learning, and opportunities for learning, outside the classroom encouraged, known about, built upon and celebrated?**  **\* How well is learning linked to the working world beyond the classroom allowing learners to make informed connections and decisions for learning.**  **\* How well are parents and carers included in supporting and developing their children’s learning?** |  |  |  |  |  |