**Teacher / Departmental Self-Evaluation – Classroom Practice**

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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?** |  |  |  |  |  |

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| **Teaching and Learning Focus** | **Emerging** | **Secure** | **Exemplary** |
| **1.**  **A safe and supportive learning**  **environment** | Learners enjoy their education, in a safe and healthy environment which is free from adverse peer pressure. Stimulating and well-organised classrooms support achievement. Learners show self-discipline and respect for others.  Activities and tasks enable learners to link their learning in a relevant way with the practical world outside the classroom. They begin to regularly consider the economic, ecological, social, political, ethical, spiritual and/or moral implications of aspects of life and learning.  Learners have extended opportunities to experience a wide and diverse range of activities. They explore, reflect upon and discuss their work. They contribute positively to lessons and to the school community.  Achievement and commitment in relation to past performance is recognised. | Learners are highly motivated, and feel confident and secure in sharing their experiences with others.  They evaluate and influence their own learning, and apply themselves well to achieve good progress.  Learners are prepared well for adult life. Learning is regularly linked to the world of work. They evaluate the wider implications of aspects of their learning on others and regularly consider the local, national and global implications of social, political, ethical spiritual and moral decision making in their learning.  Opportunities are provided for every learner to develop identified abilities and skills and to discover new areas of talent. The classroom ethos values creativity, and encourages learners to use it to improve achievement. | Learners confidently develop new ideas and ways of working which help them achieve excellent progress. They are able to direct their own learning and achieve excellent progress free from institutional, social or emotional pressure on their performance.  Creative and lateral thinking routinely informs their learning.  Learners successfully, apply their learning to study global problems. They contribute productively to projects linked to local, national and national contexts.  They routinely and critically analyse their learning in relation to social, political, ethical spiritual and moral matters.  There is an expectation that every learner will have the highest aspirations for themselves and for the school community. Opportunities ensure learners consistently demonstrate exceptional achievement. |

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| 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)** | |  |  |  |  |  |

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| **2.**  **Promoting learning** | Activities and tasks support personalised learning by identifying and providing for each learner’s specific ways of learning. There is provision for collaborative working, individual study and teacher-directed problem solving. Teachers and other experts model and demonstrate effective ways to learn.  Learners work independently and in groups.  They develop an understanding of their personal learning preferences, as well as their strengths and weaknesses. They are given regular opportunities to reflect upon and discuss ways to influence and improve their learning.  Designs and implements contextually relevant  teaching and learning strategies | Learners are encouraged and supported to explore alternative ways of learning, and to develop both team and leadership skills. Regular opportunities are provided to use thinking and problem-solving skills, as well as creative and interpretative approaches.  There are increased opportunities for learner independence. Learners use initiative andindependent thinking to deviate creatively from planned activity. Established self-review of all aspects of progress in learning and development of positive learning behaviours, informs the setting of personal targets.  Designs and teaches motivating lessons that would raise students’ attainment level, as well  as inspiring curiosity and satisfaction in learning; | There is strong understanding of how learners achieve excellent performance and of the range of activities and techniques which contribute to high attainment. There is widespread and sustained use of critical thinking skills and meta-cognitive approaches and problem solving together with regular opportunities to lead and influence others. Learners select and make decisions about which strategies to use to improve their achievement.  Learners follow their own lines of enquiry and critically evaluate their own learning. They contribute to improving their curriculum and to promoting the learning of others. |

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| 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?** | |  |  |  |  |  |

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| **3.**  **Teacher expertise and subject knowledge** | Learners are motivated by confident, enthusiastic communication of the subject or theme using specialist guidance and support.  Learners’ subject knowledge and skills are identified, and then enhanced, through linking with other subjects and with experience from their own lives and context.  Specific needs and interests of learners are identified and built upon, skilfully using matched and optimum pupil groupings, appropriate resources and a wide range of activities. | Learning is underpinned by secure subject knowledge and understanding of the subject or theme which enable challenging learning targets to be set.  Learners’ proficiency is strengthened by the use of higher order concepts and terminology in reading, researching and talking about the subject.  Comprehensive resources, challenging subject content and effective use oftechnology develop and extend learners’ subject skills and knowledge. | Learners are inspired to apply intellectual initiative and creative interpretation to subject study.  Teachers’ engagement with wider professional networks strengthens and extends subject expertise and knowledge of learning themes.  Clear progressions and connections between subjects are identified and adapted to learners’ needs and interests. Learners have frequent opportunities to demonstrate expert application of specific skills and knowledge, and this is supported through excellent formative assessment, feedback and coaching.  Learners confidently use subject specific and cross curricular skills in independent research which is well supported by resources. |

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| 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?** |  |  |  |  |  |

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| **4. Consideration of learners’ needs** | Learners’ academic, social, emotional and mental wellbeing needs are recognised and met in a sensitive way. Underachievement is tackled and exceptional ability/talent provided for through effective progress tracking and staff consultation.  There is a comprehensive and inclusive response to the needs of each learner and recognition that there may be outstanding aptitude in one area and difficulty in others. Influences on the learner from outside the school are understood and steps taken to minimise negative factors. Cultural differences are recognised and respected.  In addition to teacher led assessment, there are opportunities for peer and self-assessment. There is a recognition that learners need different starting points for their work. Assessment and evaluation outcomes are made known to learners and their parents/ carers. | Learners assess the impact of tasks and activities on development of their knowledge and understanding. Potential and actual performance is evaluated in all learning contexts. Learners’ self-assess, making use of oral and written feedback. Their self-assessment informs planning and setting of challenging future targets.  Professional knowledge and subject expertise are shared in designing coaching and professional development opportunities.  Collective groups of staff have a shared understanding of learners’ needs.  The CPD needs of adults are met by closely matching training and coaching opportunities to the identified needs of learners, using peer observation, professional consultation & mentoring.  All professionals seek opportunities to identify and develop professional knowledge and expertise. | Focused support is provided for underachievers and those with exceptional ability or talent.  Classroom practice regularly requires learners to reflect on progress against their targets and to determine the direction of their own learning.  Assessment uses predictive data (local and national) from other subject areas.  Professionals share their knowledge (including from action research) and their analysis of what good practice looks like. This contributes to enhanced provision for learners from all stake holders, including teachers, parents/carers & pupils. |

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| 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?** |  |  |  |  |  |

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| **5.**  **Planning** | Assessment and evaluation of achievement across all aspects of learning inform are used to inform planning and support. Clear objectives for learning determine a balanced range of activities, which are focused on improving outcomes and which reflect individual learners’ interests, learning styles and potential.  Activities for learners offer increasing complexity breadth and depth, through a range of content, tasks and resources. Tasks are qualitatively different rather than merely longer | Learners’ progression in learning is carefully planned for.  The planning assures progressive development of higher order thinking and learning skills as well as space and opportunity for independent enquiry. There is breadth and variety for learners to reveal previously unrecognised gifts and talents.  Activities for learners are planned to accelerate in pace, and to expand their understanding of what makes for effective learning. There are structured opportunities to experiment and try new strategies. Lesson plans make reference to personalised tasks for learners at different levels (Differentiation). | Learning targets are planned to learners’ stage of learning rather than chronological age.  Teachers and other adults routinely share strategies to improve meeting learners’ needs and well-being.  Planning is provisional and flexible in relation to pupil progress and an understanding of how pupils learn (Science of learning). Plan to use resources that challenge learners to explore new areas, develop new skills, and to cross subject disciplines.  Activities are planned to prompt learners to collaborate and innovate. Learners are involved in planning and allocating their own tasks based on an evaluation of holistic learning needs.  Anticipates and plans the kinds of learning  needed to respond to a variety of educational  contexts. |

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| 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?** |  |  |  |  |  |

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| **6.**  **Astound, Engage, Inspire – Learners** | Tasks and activities for learners have clear learning objectives and involve focused discussion and questioning. Teachers deploy a wide range of skills, strategies and resources (includingappropriate technology) to raise achievement.  Pupil grouping is informed by ongoing assessment and is planned to provide learners with challenge and support in peer interaction.  Groups are structured to enable effective teacher and engagement and collaboration.  There are opportunities for learners to develop team and leadership roles. | Activity and task intentions are clear and regularly reinforced. There is a high level of productive and stimulating interaction between and with learners, including challenging use of language. A personalised learning approach uses focused intervention based on an understanding that learners are all different and therefore require a variety of pace, depth and complexity of task.  Grouping is flexible and creative which help to promote optimum learning**.** | Lesson and activity intentions are positively influenced by learners who are pro-actively involved in planning and lesson delivery. Secure and sustained processes assure the development and sharing of new knowledge about how learners learn***.*** Sustained progress, attainment and achievement for all learners are secured above whole school, local and national bench marks.  Grouping is designed around learners’ identified needs. Use is made of other learning settings (e.g. other schools or colleges) when these can provide additional opportunities. |

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| 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?** |  |  |  |  |  |

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| **7.**  **Learning opportunities outside the classroom** | Learners access homework that extends, interests and raises achievement.  Those with particular talents or interests are informed about and supported in accessing, specific activities, events or opportunities. A variety of approaches, including technology, are used to help learners extend their learning beyond the classroom.  Parents/carers of learners have regular opportunities to discuss the progress and achievement of their children both in and out of school.  Ways are suggested in which the home and school may contribute, to jointly support and develop learners’ progress. | Links between in- and out-of-school activities ensure coherent and broadening experience.  Learners are helped to explore new and wider learning and are informed about local & national opportunities (e.g. summer schools). | Sustained and secure links are established and maintained with external agencies, e.g. libraries, museums, theatres, research institutes, etc.  The insights and skills of parents/carers are identified and used creatively within specific learning settings to support their children. Strong links with the school including parental networks, workshops and services are promoted and tailored to achieve optimum levels of support. |