



Lesson Observation – Key Indicators

‘We are what we repeatedly do. Excellence, then, is not an act but a habit.’ Aristotle

		Inadequate	Satisfactory	Good	Outstanding
Environmental Habits	Positive, purposeful atmosphere	The children need regular reminders to keep on –task; some do not keep on-task, despite reminders	With regular reminders, the children work purposefully and productively	Children only need occasional reminders regarding staying on-task. They are engaged in their learning.	A very positive, purposeful atmosphere pervades all aspects of learning and behaviour within the class. The children are excited and inspired to take their learning further.
	Planning in place and available	Planning for the lesson is not available	Teachers planning folder is present and a suitable lesson plan is in place	Planning for the lesson is precise, objectives are identified and the lesson is clearly adapted to the needs of the children; adjustments, based on previous learning are clear; previous plans are annotated, including references to assessment. Plan is available for support staff.	All planning is thorough and detailed; subject and cross-curricular links are clear; objectives are displayed; assessment opportunities are identified and annotated accordingly; links to S&L, ICT, Homework ensure integrated approach through lesson; planning has flexibility to take on children's ideas. The plan is used effectively by support staff.
	Key vocabulary displayed and used	Key vocabulary is not displayed	There is evidence of lists or groups of key vocabulary in the classroom that children can, if they choose, make use of	The key vocabulary on display in the rooms is referred to and used by the teacher, TAs and children in the course of their work	The use of key vocabulary forms a key component in the teaching and learning of the children; the children use them in their work; routines are evident and the vocabulary is impacting on the learning. Pictures are used to support vocabulary
	Well-prepared resources in place	Elements of resources are not prepared sufficiently in advance	All resources are prepared ready for the beginning of the lesson	All resources are well-prepared and routines are in place for them to be effectively distributed through the course of the lesson	Full range of up to date classroom resources and specific lesson resources are effectively prepared, available (labelled) and distributed; children can access independently and routines lead to minimal disruption
	Effective use of display	Displays, where present, do not reflect or impact on the work being carried out in the class	A mixture of displays are used in the class, some with examples of children's work;	A wide range of different displays include children's work, work in progress and items to stimulate interest	A wide range of well-thought out, high quality, stimulating displays are used to support and celebrate the work in class; there are examples of 3D work, interactive displays, examples of best work
	TAs effectively deployed	TAs have little or no impact on learning	TAs work alongside groups of children or individuals to ensure they are on task	TAs are deployed strategically by the class teacher and work effectively to support groups of children and individuals. They feedback to teachers.	TAs are deployed strategically, engage actively with the groups or individuals they are working with, are aware of children's needs and targets, and ensure above average progress for those they work with. They feedback to teachers diagnostically.
	ICT used effectively, where appropriate	ICT is not used where it could have been used to enhance the learning	ICT is used, principally by the class teacher	All forms of ICT are used by both the teacher and the children to enhance the learning	ICT is used in interesting ways to add significantly to the learning and the progress that the children make
Learning Habits	Learning Objectives	Learning Objectives are not shared or do not accurately reflect the teacher's intention	Appropriate Learning Objectives are shared at the beginning of the lesson and reviewed at the end;	A clear routine for sharing Learning Objectives is present; Learning Objectives are referred to through the lesson and they form the basis of the Plenary; Learning Objectives are distinguished from context	The Learning Objectives permeate all aspects of the lesson; effective routine for sharing, reflecting and assessing the Learning Objectives are in place. Where appropriate, children are involved in formulating future objectives.
	Quality examples of work	Examples of successful work are not used	At least one example of a completed piece of work is referred to in the introduction to the task	Two pieces of work are compared and used to help develop the Success Criteria	Carefully chosen pieces of work, some of which demonstrate high achievement, are used to stimulate and exemplify success
	Success Criteria	Success Criteria are not shared, and children are not given clear indications of what constitutes success	Success Criteria have been prepared beforehand and are shared; Success Criteria are mentioned during lesson as a general guide.	Clear Success Criteria are both planned and then developed before task commences; examples of success are shared through lesson and are used in Plenary	Children are actively involved in developing effective Success Criteria before task commences; Success Criteria are referred to throughout whole lesson and used for group/peer/self-evaluation
	Recall of previous learning	References to previous learning are not made	Previous learning is referred to in the introduction, but only incidentally built upon	Clear links are drawn between previous learning and how the lesson builds on this	There is a shared and understood link between previous learning and the lesson; preparation is made to link learning to next lesson
	Differentiation	Tasks are not clearly differentiated	Task is differentiated principally by outcome or expected quantity of work	Tasks are carefully designed to meet the learning needs of all three main groups of learners (Core, Support, Extension), including some provision for SEN and G&T	Tasks are carefully designed, chosen and adapted to meet the full range of learners needs; a range of effective strategies is employed.
	Effective plenary	The Plenary, if present, refers only to what has been done and does not provide an opportunity to reflect on the learning	The lesson ends with a summary; reference is made to the Learning Objectives and Success Criteria	The Plenary effectively summarises the learning; examples of work that exemplify the Learning Objectives and Success Criteria are shared; children are actively involved, including group/peer/self-evaluation	Building on 'mini-plenaries' through the lesson, the Learning Objectives are extended; children articulate and communicate their learning; wider implications and links are clarified; links made to future learning
	Success celebrated	Success is only celebrated in general term, without specific links to learning	Success is recognised and praised; some links to Learning Objectives and Success Criteria	Learning Objectives and Success Criteria form the basis for praise; reasons for success are articulated and explained	Evident culture of success being celebrated based on specific aspects of Learning Objectives and Success Criteria; children know that their success will be recognised and celebrated
	Cross-curricular links identified and promoted	Reference is not made to cross-curricular links	Examples of links to other subject areas are referred to	Reference is made to how the lesson links to other lessons and subjects	Specific links are made to how skills, knowledge and understanding can and will be used in other areas
	Pupils make good progress	Some children do not make progress	All children make some progress in their learning, but not all make as much progress as planned	All children make progress against their previous learning and most fully meet or exceed the expectations of the lesson	All children engage fully with the learning and demonstrate that good progress has been made in their learning

	Inadequate	Satisfactory	Good	Outstanding
Good teacher subject knowledge	There are noticeable gaps, misconceptions or inaccuracies in the teacher's subject knowledge	The teacher demonstrates adequate subject knowledge. Children's ideas are acknowledged	The teacher is confident and enthusiastic in their subject knowledge and uses it to support learning effectively – children also show enthusiasm and their contributions are valued	The teacher uses their in-depth subject knowledge to support learning, support Able pupils and extend learning for all – majority of children achieve beyond age related expectations.
Targeted closed questions used	The teacher does not ask the children questions	The teacher asks children questions in the course of the lesson	The teacher uses targeted closed questions for simple assessment and clarification of learning	Carefully chosen closed questions are used strategically to explore, for example, levels of understanding, misconceptions and for assessment/future planning
Open questions used	The teacher does not ask open questions	The teacher uses open questions in the course of the lesson	The teacher asks carefully chosen open questions to encourage thinking skills, problem solving and discussion	The teacher consistently uses carefully chosen open questions to extend children's learning and understanding
Teacher modelling	The teacher does not model	The teacher completes examples of what the children might be expected to do	The teacher clearly models what they expect the children to do, referring to how the Learning Objective and Success Criteria are being met. They model appropriate behaviour and attitudes to others.	The teacher clearly models their expectations and indicates how to both meet and exceed expectations in Learning Objective and Success Criteria. They model appropriate behaviour and attitudes to others.
Teacher works with a focus group	The teacher does not support a specific focus group	The teacher supports a specific group through the lesson, principally in the independent task	The teacher supports the work of a specific group throughout the whole lesson	The teacher significantly enhances the learning of the group they are working with throughout the lesson and other pupils work independently.
Use of Speaking and Listening	The teacher does not use Speaking and Listening strategies	The teacher makes use of at least one Speaking and Listening strategy	The teacher makes effective use of Speaking and Listening strategies to support learning	The teacher effectively uses a range of carefully chosen, effective Speaking and Listening strategies to enhance children's learning
Range of learning styles catered for (VAK)	A range of learning styles is not catered for	There are opportunities in the lesson for the children to be presented with and respond using a range of preferred learning styles	Specific opportunities are present through the lesson for children to use a range of learning styles. Resources are well selected to support this.	A range of opportunities are planned through the lesson to enable children to use a range of learning styles, including differentiated choices that support specific preferences. Children recognise their own preferred learning styles.
Lesson is well-paced	Aspects of the structure of the lesson are missing and/or the lesson over/under runs	The lesson has a clear structure and keeps on time	The lesson has a clear, appropriate structure that ensures that each section is built on the last and supports the next at a pace that continues to engage the children throughout	The lesson has an effective structure that injects a sense of determination and perseverance
Maximum involvement of children at all times	The children are not actively involved in their learning	The children are actively involved in aspects of the lesson	There are regular opportunities for children, including more 'passive' learners to become actively involved throughout in the lesson	The lesson is planned and presented in such a way that all the children are actively involved throughout the lesson
Dialogue between children & children and children & teacher promoted	There are few, if any, opportunities for the children to engage in dialogue	There are opportunities in the lesson for the children to engage in dialogue with each other and the teacher	Opportunities for dialogue are planned in the lesson and used to promote learning. There are regular opportunities for paired work and small group work. E.g. Response Partners (see below)	Effective use of dialogue, including modelling, within the classroom ensures that all children have opportunities to express and discuss aspects of their learning, including with the teacher and support staff
Independence encouraged	Classroom practices discourage independence	The children have opportunities to use skills of independence in the course of a lesson	There are regular opportunities for the children to work independently in the course of a lesson. The resources, routines and type of activities all support independent working.	Work in the class is organised in a way that the children must use skills of independence to succeed, while support mechanisms are also effectively used. Children are self motivated and often lead the learning.
Response partners used	The children are not used to working with a Response Partner	Response partners are used occasionally through course of the lesson	The children engage actively with their Response Partner and the teacher uses Response Partners strategically to support the children's learning	The children make effective use of their Response Partner both when directed and to support their own learning.
Children demonstrate	Children do not have the opportunity to demonstrate	There are opportunities in the lesson for children to demonstrate what they have done and achieved	Opportunities for children to demonstrate are planned and used to support learning	Children's demonstrations are used effectively by the teacher to encourage, praise, support learning, model and support self-review, and to provide opportunities to extend learning. Children are willing to share ideas and 'take risks'. Their achievements are celebrated.
Children carry out self-assessment	The children do not carry out self-assessment	The children have some opportunities to assess their own work	The children use the Learning Objective and Success Criteria to evaluate their own work and learning in a variety of ways e.g. through Learning Journals	The children use the Learning Objective and Success Criteria to effectively assess their own work, identify strengths and weaknesses and set targets, using a variety of strategies e.g. through Learning Journals