

Date: _____ Lessons and Topics: _____

Level	Successful lesson targeting	Progress and Achievement	Teacher qualities lead to... →	← ...Pupil Response	Differentiation	Working with children	Assessment for Learning	Behaviour and class management	Use of Teaching Assistant (TA)	Role of Teaching Assistant (TA)
1 – Very good	The lesson is exactly on target, with every activity completed in full; the pace is brisk and purposeful, and successful learning occurs in every section.	All pupils show progress by completing “must” and “should” Success Criteria, with most also completing “could” Success Criteria.	The teacher’s attentive focus, contagious enthusiasm and expert knowledge of subject and learners mean... →	←...that all pupils are engrossed in their work.	Teaching and activities are precisely tuned to individual needs; a wide range of suitable resources support children in moving to their next level.	The Teacher and TA monitor the whole class while working with groups to clarify misconceptions and help children to move forward significantly.	Teacher, peer and/or self-assessment ensure that children know their strengths and areas to develop, and progress in them.	The teacher is aware of all that happens within the class and acts promptly and fairly to ensure that children are motivated, secure and on-task.	<i>Teacher directs TA/s to exactly the right activity, during all parts of the lesson; TA/s greatly impact children’s learning and support assessment.</i>	<i>The TA worked with the teacher to plan the lesson and takes a proactive role in helping the plan to be fulfilled and enhanced.</i>
2 – Good	The lesson is completed in full, with all sections (starter, teaching, activities, plenary/ies) working well.	All pupils make good progress by completing “must” and “should” success criteria, with some being able to complete “could.”	The teacher is creative and excited in teaching, leading to... →	←...pupils being highly interested in their work and enjoying it.	Individual needs are well catered for. Staff understand children’s next-step needs and act on them.	The Teacher and TA work with groups of children to help them complete their tasks, while overseeing the class.	Assessment (teacher, peer, self) results in children knowing what they should and have learned, strengths and areas to develop.	The teacher acts to ensure that good behavior is rewarded and misbehavior sanctioned promptly. .	<i>The TA/s are well deployed and make a significant contribution to the lesson.</i>	<i>The TA fully understands the lesson plan and can point out problems in it. During the lesson, is active and involved.</i>
3 – Satisfactory	The lesson is completed, with children doing the work that has been planned, although some sections may not be fully taught.	Most pupils complete tasks to a satisfactory standard – completing the “must” Success Criteria.	The teacher knows how to teach the subject and make it interesting, so... →	←...the pupils work productively, stay on task and show interest in learning.	Children with difficulties in learning are provided for and able to keep up with the main class elements.	Teacher and TA help different children to complete tasks, but with little targeting of key areas of concern.	Children’s work is marked and both teacher and children know the extent to which they were successful.	The teacher keeps children “in line” and ensures that good work is rewarded and that violations of class rules are sanctioned.	<i>TA/s are adequately managed and contribute to children’s learning.</i>	<i>The TA is aware of the lesson plan and works to fulfill hir role in it.</i>
4 – Unsatisfactory	Due to poor time management, sections of the lesson are incomplete, starting slowly and finishing with work undone.	A significant number of pupils fail to achieve, not completing the “must” Success Criteria, and none completing “should”/“could”.	Incomplete knowledge of the subject and dull activities lead to... →	←...a number of pupils being easily distracted, and a general lack of motivation.	Limited tuning to individuals’ needs means some children learn little; the work is too hard / easy for a number of children.	Teacher and TA oversee the class, but a number of children go without the help they need to move forward.	Work is not marked for the whole of the class, and children may be unclear as to their level of success.	The teacher may react slowly to reward or to sanction, and may be unaware of subtler forms of good or bad behavior.	<i>TA/s provide an extra pair of hands, but little effective support for learning.</i>	<i>The TA is unaware, or incompletely aware, of their role.</i>
6 – Inadequate	The lesson is completely off-target; it starts late, work is poorly set up and/or uncompleted.	Many pupils underachieve, making little or no progress.	Inaccuracies in teaching and a noticeable lack of interest lead to... →	←...most pupils being unwilling to work, and generally a very low level of productivity.	Children are unable to learn much; they do not understand the work, or find it too easy, having already learned it.	A significant number of children need help and do not receive it, due to poor management.	Children and teacher are unaware of levels of learning in the class.	The teacher is largely unaware of behavior in the class, and children proceed with indifference to class rules.	<i>TA/s are poorly managed, lack knowledge and skills, and provide little benefit – or even impede learning.</i>	<i>The TA is present, but is unaware of their role in the lesson plan and plays no active part in the lesson.</i>

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