



British School of Geneva

# TEACHING AND LEARNING POLICY HANDBOOK

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**Agreed by SLT**

# We want all young people in our school to become:

## Successful Learners

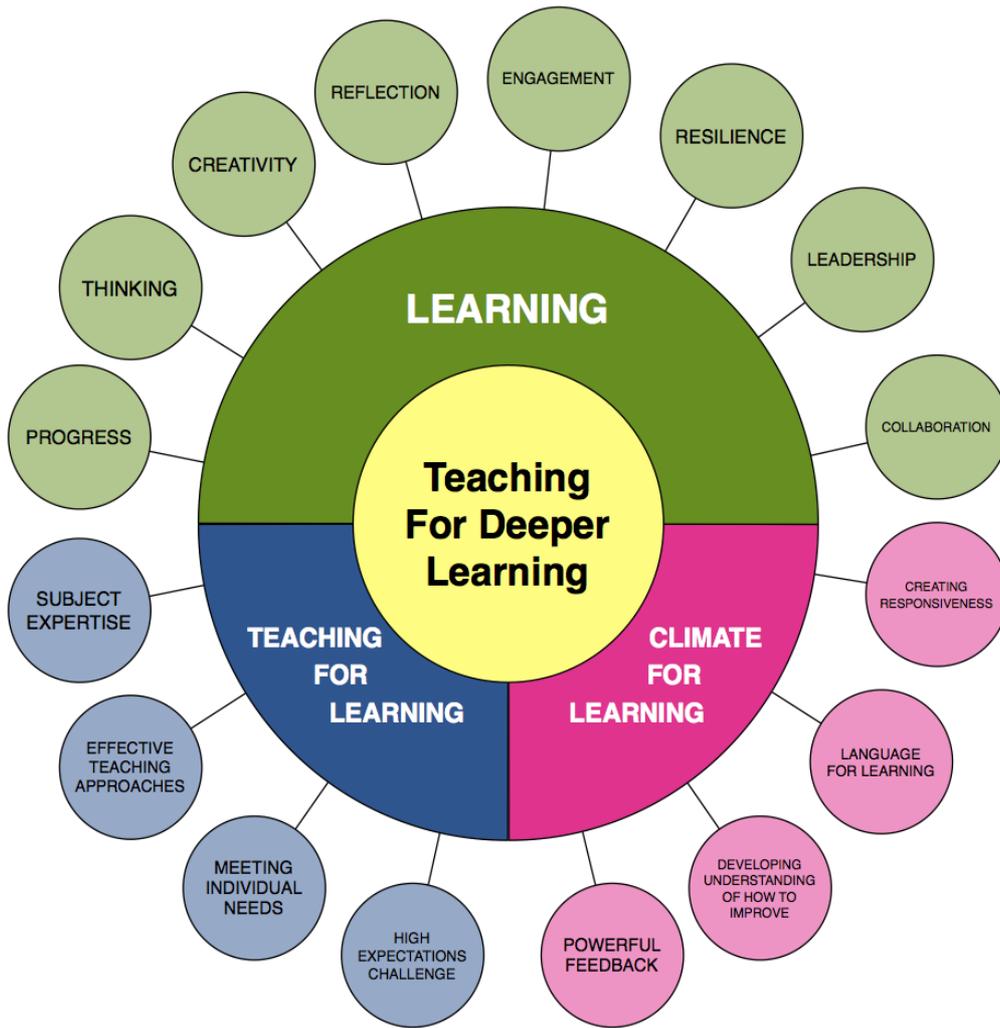
Who enjoy learning, make progress, choose learning pathways that are appropriate for them, and who achieve their full potential.

## Confident Individuals

Who are able to lead safe, healthy and fulfilling lives, who have high aspirations for themselves, and are adaptable and willing to take risks.

## Responsible Citizens

Who make a positive contribution to society.



# LEARNING AND TEACHING

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# INTRODUCTION

## Learning and Teaching at The British School of Geneva

Our objective is for our teaching to be outstanding, ensuring that all of our students reach or exceed National Expectations and make progress against their target grades (based on BASE, INCAS, RAZKIDS Midyis/Yellis/ALIS) fulfilling their early promise and latent potential. (*Teaching and Learning policy 2021*)

The aim of this handbook is to enable all who work here to share and understand our common focus and purpose - learning. It articulates our aims and shared values and tries to define what makes BSG unique and special. It outlines the BSG strategy for improving learning and teaching in our school, complementing the *Learning and Teaching Policy* and the *Framework for Lesson observations*. Taken together, they establish the basis for creating excellence in our provision through effective pedagogy.

These guidelines focus on the craft of effective learning and teaching. They are underpinned by the belief that enabling all pupils to become: successful learners, confident individuals, effective contributors and responsible citizens, will not be achieved by focusing only on what learners learn. Rather, we believe that the ways in which teachers teach and pupils learn need to be transformed to ensure that the learning environment enables all learners to achieve their full potential.

We are committed to supporting teachers to develop innovative approaches to learning and teaching, building on the very successful teaching already going on across the school. Our vision is for all learners to achieve to their fullest potential. This requires the delivery of the highest quality experiences for all young people.

## Our Expectations

There are certain standard activities that we expect in all lessons. That is:

- A recap of the previous lesson at the beginning
- Clear lesson objectives and expected learning outcomes, which are shared with students and revisited as the lesson progresses
- Clear explanations, using language that is accessible to students, whilst developing vocabulary appropriately
- Appropriate assessment (often informal) to test the level of understanding and thus the progress towards meeting the stated objectives.
- Clear feedback to students on their progress
- Varied teaching and learning activities in different groupings
- Effective use of the whiteboard and other technology
- Explicit links between the intended outcomes and the chosen activities
- Time at the end of the lesson to evaluate the extent to which the objectives were achieved and some discussion of the proposed content of the next lesson, so learners can see where the learning is going

## OUTSTANDING LEARNING

Outstanding learning is not just about acquiring new knowledge and skills. It is about developing a deeper understanding of not only the subject matter, but of learning itself.

### Characteristics of deeper learning

Students:

- work beyond their comfort zone, rising to a challenge, making a personal commitment to develop understanding
- focus not just on the subject matter but also the underlying meaning
- relate ideas to previous knowledge and to "real life"
- Seek patterns and underlying principles
- Check evidence and relate it to conclusions
- Examine logic and argument critically and cautiously

For the teacher it is important to ask "To what extent do my lessons enable students to engage in:

#### Reflective Learning?

- Thinking about how they approached the learning task
- Examining the strengths and weaknesses of their own views on a topic or issue
- Trying to better understand someone else's views by imagining how an issue looks from his or her perspective
- Learning something that changed the way they think about an issue or concept

#### Creative Learning?

- Integrating ideas or information from various sources to develop their own perspective
- Bringing diverse perspectives (different beliefs and ideas, etc.) to class discussions or assignments
- Discussing ideas from outside the class (students, family members, community, etc.)

#### Higher-Order Learning?

- Analysing the basic elements of an idea, experience, or theory, such as examining it in depth and considering its components
- Synthesizing and organizing ideas, information, or into new, more complex interpretations and relationships
- Making judgments about the value of information, arguments, or methods,

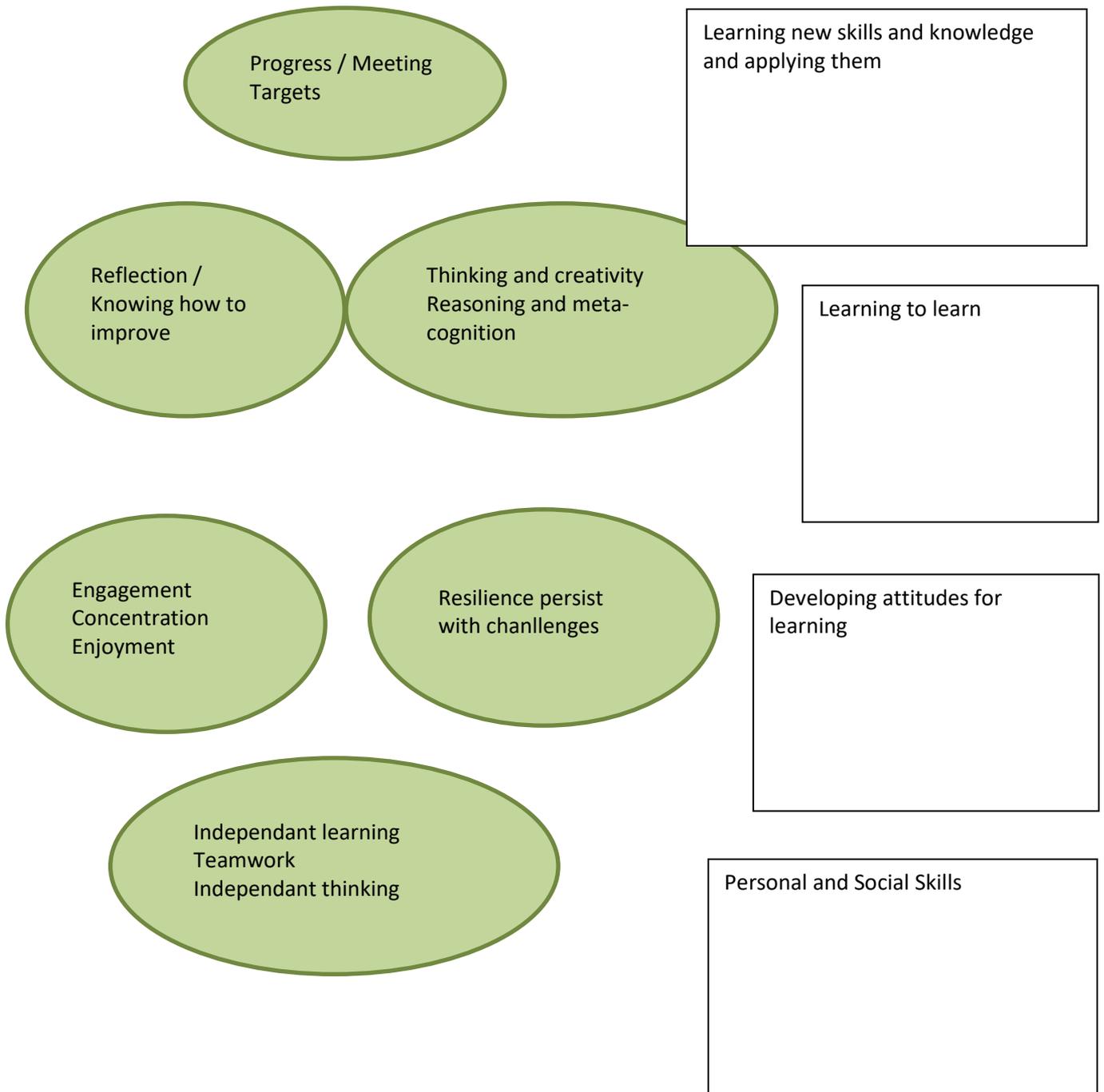
#### Leadership and collaboration?

- Collaborating in a team
- Building and maintaining working relationships
- Thinking for themselves and standing their ground in discussion
- Working independently

## PLANNING FOR OUTSTANDING LEARNING

Teaching at BSG will enable students to learn better and to become better learners, developing their skills, attitudes and language to learn well whatever their starting points. Lessons should offer students opportunities and encouragement to demonstrate the characteristics of learning below, as set out in our *Learning and Teaching policy*.

Planning should be geared to bring about the following, as set out in our policy:





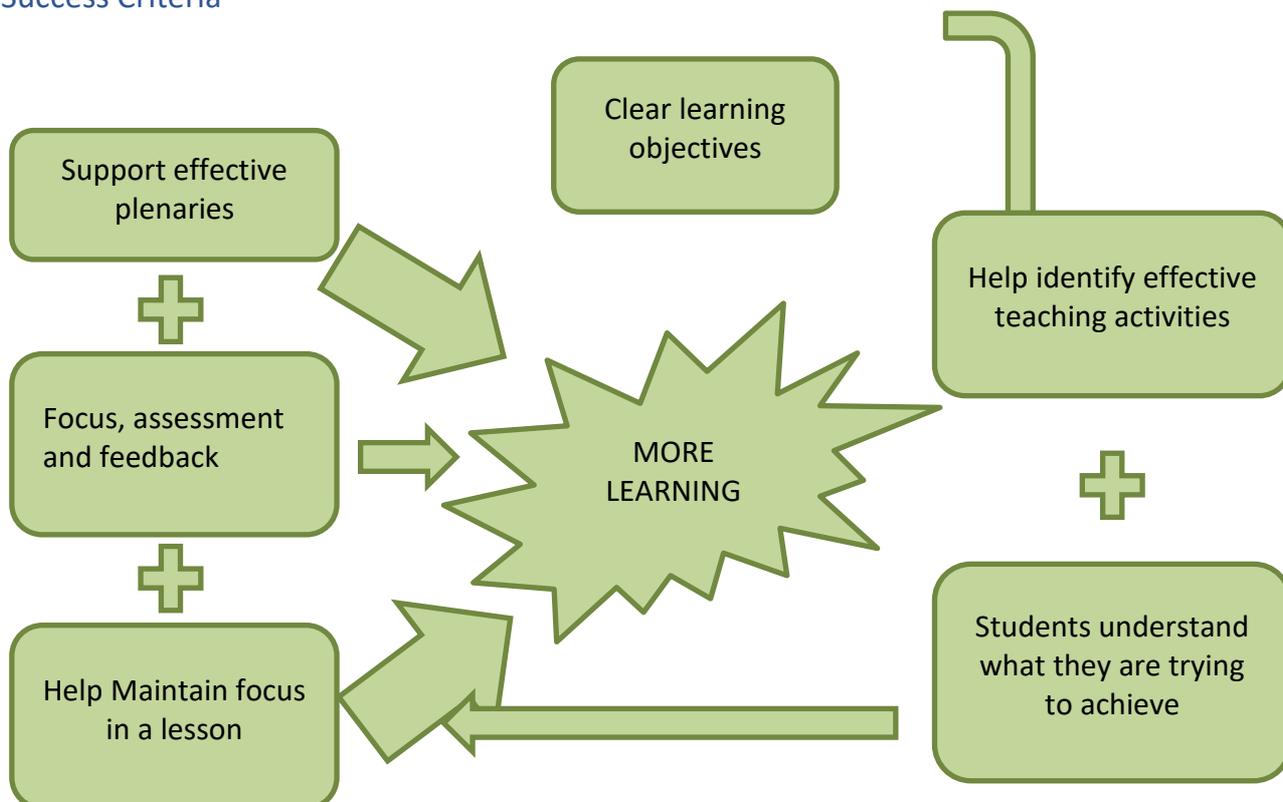
## Outstanding lessons

Planning of lessons and schemes of work should provide structured opportunities to achieve demanding targets, develop students' personal skills and to develop an understanding of how to learn. Lessons will contain opportunities for students to develop all elements of learning.

To plan an effective lesson, the teacher must have a clear idea of what learning is to be fostered, then a learning experience has to be designed and delivered to achieve this. Lessons need to offer opportunity for the following:

Knowledge, skills understanding and creative opportunities to apply them	Thinking, Learning to Learn and Reflection	Positive attitudes to learning	Personal, Social skills including leadership
Content pitched to address all students' current targets and to challenge them.	Tasks that extend thinking and build students' insight into how they learn (Meta-cognition)	Engaging activities in an ethos that encourages an intrinsic love of learning	Opportunities to learn together and independently and to take different roles in learning, such as leading a group

## Success Criteria





## Lesson Objectives

A lesson objective is a precise statement of what a student should be able to do at the end of a session. Objectives for the lesson provide differentiated minimum targets. Lesson objectives should be shared with students in each lesson. They can be written on the board, shared on a Powerpoint slide and/or explained orally. It is essential that lesson objectives are:

- In 'pupil-friendly' language
- Understood fully by the pupils
- Relevant to your starter
- Referred to regularly throughout the lesson
- Reviewed in your plenary

Objectives should be written with **active verbs** and be supported by criteria, providing **measurable outcomes**. Some teachers share objectives as a **WALT** (We are learning to) and **WILF** (What I'm looking for). Others set out the overarching objective, and explain how it will be demonstrated (criteria). The important thing is that it is clear and links the lesson to meeting targets.

### Objective (or WALT)

For example: to explain how and why castles and armour changed over time in the medieval period. This helps to focus on what is **being learned** as opposed to what is being **done** and shows students what they have learned by the end of the lesson

The learning outcomes can be clarified by setting out what students will have done by the end of the lesson to show they mastered the objective. This can be expressed as **WILF** or as **criteria**.

### Outcomes /Success criteria (or WILF).

This relates the objectives to the grade or examination criteria and can provide levels linked to students' targets:

What I'm looking for is for all of you to compare the castles and armour over time. Your next challenge is to explain why they changed, and then the hardest part is for you to evaluate the accuracy of their portrayal in computer games.

It is also helps if the students know why this is being done

### Purpose (TIB):

This is an opportunity to explain the purpose of the lesson and what the students will gain from it. For example, "I have chosen this focus today, because when I marked you work, I found that you needed more practice to enable you to do this well and help you understand more fully. This is a popular question in your exam"

When framing the objectives, the teacher should provide for the range of ability in the group. They should be challenging, but achievable and move students towards making two levels of progress over the Key Stage.

In order to meet all students' needs, the objectives should be supported by criteria for the levels or grades that pupils are aspiring to. Using the level criteria sets a continuum of learning and helps to

break down objectives into incremental steps. Some teachers set out these as the "WILFs" of the lesson. However they are shared, the result should **differentiate the learning**.

**Criteria/ What I'm looking for: Can you...?**

**For example, Level 5:** describe the nature and extent of change in Britain since 1900 **Level 6:** explain and give reasons for the nature and extent of change in Britain since 1900

**Level 7:** analyse the nature and extent of change in Britain since 1900, using models to explain your ideas

This method avoids the pitfall of simply asking an able learner to do more of the same and prevents less able learners to feel threatened by tasks that are too difficult for them. That said, the minimum expectation should be sufficiently demanding to engage and challenge the least able to meet BASE/Midyis/Yellis/ALIS targets, whilst the higher outcomes should stretch other learners to their potential.

## Checklist for Lesson Planning

### Do my learning objectives:

- reflect my analysis of students' prior learning as assessed by marking and other AfL?
- show what students will be able to do by the end of the lesson, including thinking skills?
- reflect what students need to do to achieve their BASE/Midyis/Yellis/ALIS targets
- clearly relate to the big picture of developing students' thinking? Are they set in the syllabus as a whole and to what has been covered already?
- show how learning can be differentiated? Do they show objectives at different levels?
- set challenging tasks that include higher order thinking skills?
- give students an input into defining the learning objectives?
- show how students' learning will be checked against the learning objectives?
- Include opportunities for leadership and collaboration?
- support the development of literacy, numeracy and ICT skills?

## Planning for Progress and Creativity

Ensuring students make enough progress in their learning is the key to outstanding teaching; indeed, it is the whole point of teaching and learning! There are many ways to ensure students make progress in particular, '*assessment for learning*', which is really '*assessment for progress*', but there are some key points to bear in mind specifically;

- **High expectations** of what students can achieve are essential. Without them, students will not make the progress they are capable of.
- All students need to be given frequent opportunities to **demonstrate** the progress they are making - not just the two or three who put their hand up the most!
- **The pace** of lessons is important; without a decent pace, progress is likely to be unsatisfactory.
- Pupils should be given a sense of **ownership** of, and responsibility for, progress in learning.
- It is highly desirable that students are given opportunities
- to become **active participants** in reviewing their own and each other's, learning. Using AfL strategies, such as self and peer-assessment will help to facilitate this.



### Using information from Tracking

- Relevant **data** should be used as it becomes available (e.g. tracking, BASELINE/Midyis/Yellis/ALIS data) to **inform** expectations and to monitor progress.
- Students should be made aware of their **target levels/grades**, both in the short-term and for the end of the year and Key Stage.
- Other factors should be noted and used to differentiate tasks, for example, SEN, EAL and GT needs, as well as any social and emotional influences that may affect learning.

### Setting high standards of progress and creativity

1. Show students' work that has met criteria and give reasons why.
2. Show examples of imaginative responses
3. Give pupils clear success criteria then relate them to the learning objectives
4. Model what it should look like
5. Ensure that there are clear, shared expectations about the presentation of work
6. Provide examples of work, which shows work in progress as well as the finished product
7. Provide students with opportunities to use their learning in new ways, and encourage creativity

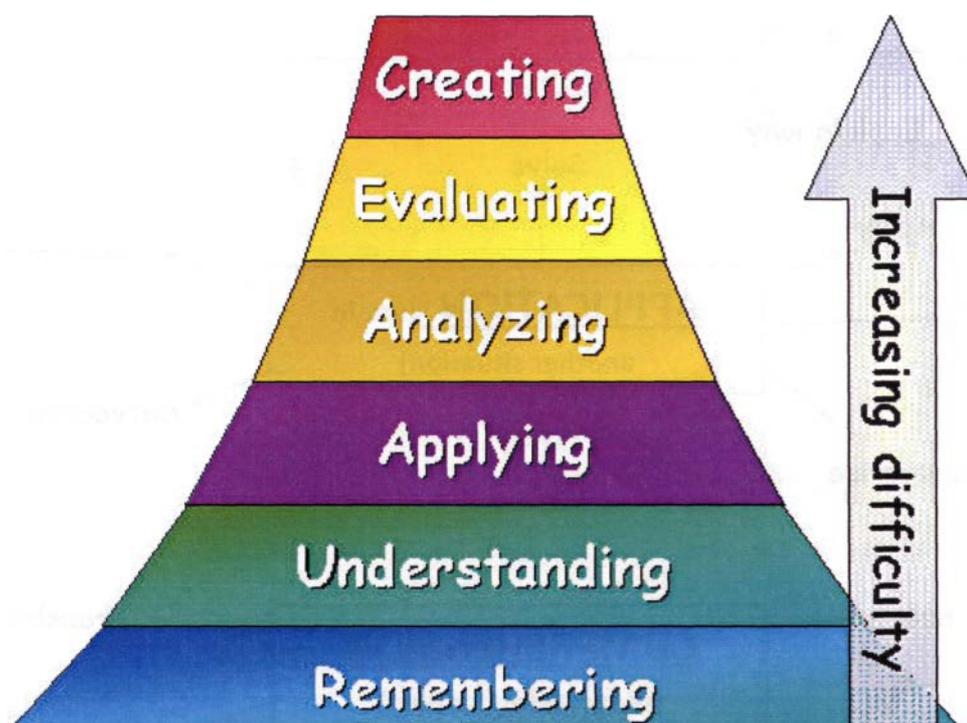


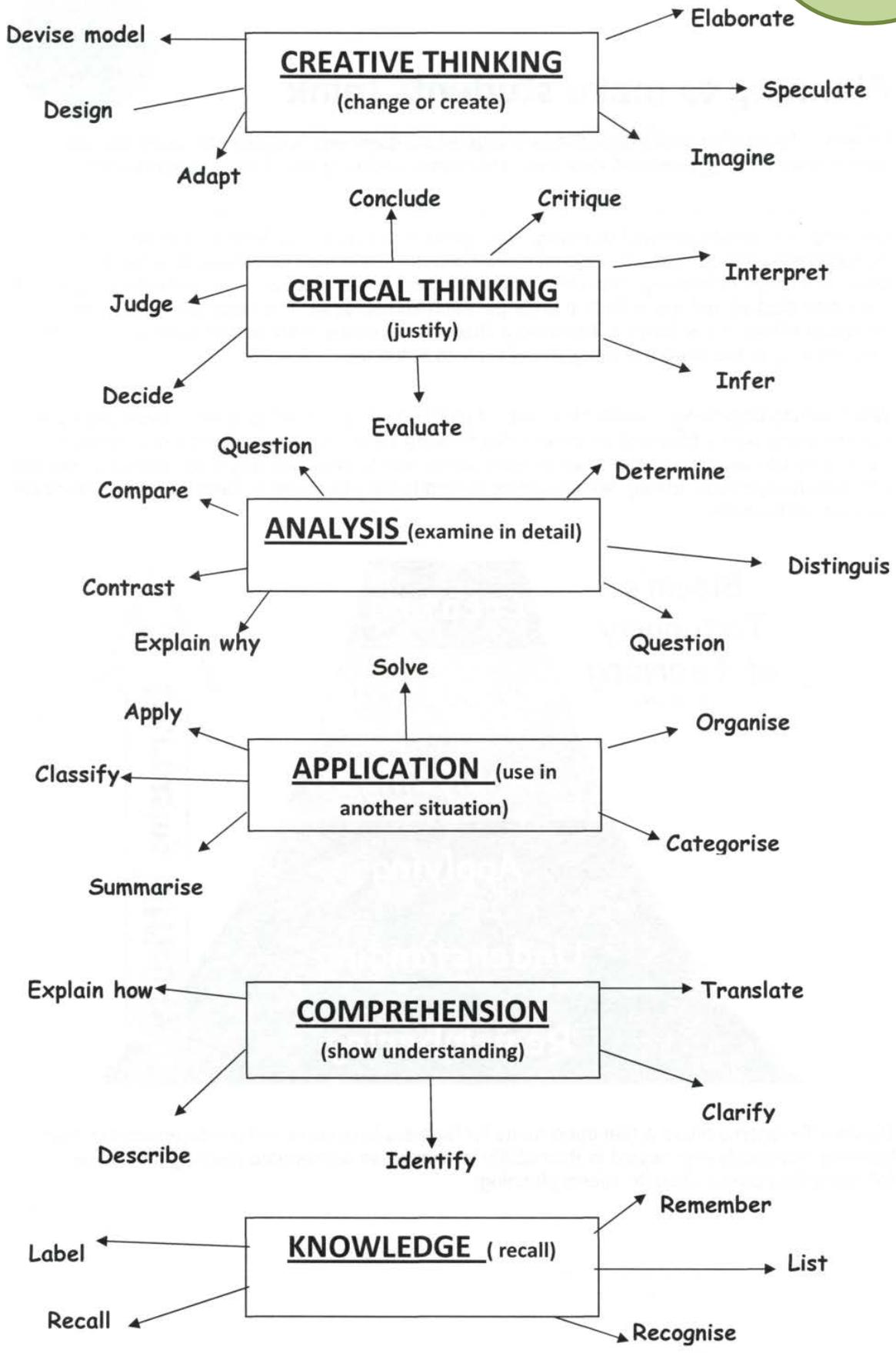
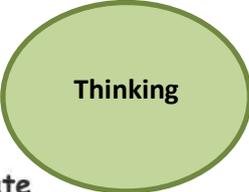
## Planning to make students think

Lessons should offer pupils opportunities to generate questions, explore and research, use higher order thinking skills and form their own ideas. *Learning and Teaching policy 2021*.

Learning is a consequence **of thinking** - and good thinking can be developed in all pupils. All lessons (and/or sequences of lessons) should contain within their objectives opportunities to develop a range of thinking. This ensures that learners slowly deepen their understanding of both the topics studied and the skills that underpin each subject area. The most commonly used hierarchy of thinking is Bloom's Taxonomy. Bloom's taxonomy is shaped as a pyramid with low-level thinking at the bottom and high-level thinking at the top.

When setting objectives, consider the level of challenge they contain and try to avoid too many lessons being purely focused on lower order thinking skills such as acquiring facts. Bloom's Taxonomy can be a useful tool when thinking about how to introduce a greater level of challenge into lesson objectives. Ideally, we should be aiming to set objectives towards the top of the scale as often as possible. Bloom's Taxonomy offers a real opportunity for learners to become more independent in their learning, especially with regard to their ability to choose an appropriate learning tool. The following diagram can help to inform planning:



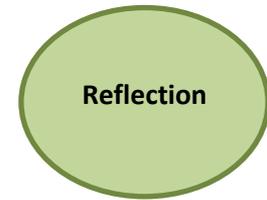


## Learning tools to meet the Bloom's objectives:

1. **Creating (Use knowledge to create, design or build new plans, solutions or products)**
  - Alternative Uses/Ideas diagrams
  - GANTT charts - A graphic device that depicts tasks and resources required to accomplish a project
  - Priorities grids
  - Designing
  - Problem solving
  
2. **Evaluation (judging, checking for success and/or failure, weighing up the evidence and reaching a conclusion)**
  - SWOT analysis
  - For and Against Grids
  - Devil's Advocate
  
3. **Analysis (comparing, showing connections between things and events, finding the most important reason for something happening.)**
  - Venn Diagrams
  - Double Bubble
  - Concept Maps
  - Fishbone diagram
  - Flow Charts
  - Living Graphs: Proportional Circles, bar graphs and line graphs
  - Importance Diamond
  
4. **Applying (use knowledge to respond to a real situation, demonstrate, perform)**
  - Algorithms
  - Making posters, models,
  - Solving a Mystery
  
5. **Comprehension (restating information in your own words, summarising, classifying, making inferences)**
  - Bullet Points
  - Timelines
  - 5Ws
  - Mind mapping
  - Classification Systems
  - Inference diagrams

## 6. Knowledge (recalling facts, definitions or names for objects)

- Labelled diagrams etc.
- Listing



## Reflection and Learning to Learn

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.” Alvin Toffler.

Teachers need to develop the skills and attitudes and students need to become independent learners. In bringing this about, **review** is the key to learning and should not be confined to the end of the lesson, but woven throughout the whole lesson.

The fundamental skill of Learning how to Learn is developed by making the learning process overt and explicit to the learners and by encouraging them to choose learning strategies which suit them. Try the following prompts at appropriate points in the lesson:

### Learning to learn

- Planning (before a task)
- How am I going to do it...? Is it similar to anything I have done before..? Is it "one of those..."?
- Monitoring and Redirecting (on-task)
- Do I understand it so far...? Do I need to ask a question...? Am I on the right track...?
- Am I still on track...? Is there a different way...?
- Evaluating (after the task)
- How did I do it... What method, strategy?
- What did I learn? Did my plan work out well...?
- Can I learn from my mistakes...?
- Can I do better next time...?

**There are a number of strategies for encouraging students to reflect on their thinking, for example:**

- modelling to discuss with pupils how a particular task might be approached and to show the kinds of questions that they need to ask themselves
- get pupils to explain tasks in their own words
- introduce a language for learning and thinking, for example using words such as skills, strategies, check, review, evaluate, analyse, criticise and paraphrase
- take time to analyse processes and evaluate outcomes after activities
- make pupils aware of different thinking styles, for example convergent and divergent.

## Planning for Reflection:

Lessons should offer opportunities to reflect on experience, to explore feelings and emotions and develop a positive self-image. *Learning and Teaching policy 2021.*

Reflection is about thinking about the learning process in order to improve. 80 percent of new learning is lost if not reviewed within 24 hours. Referring back to the targets for the lesson provides students with a measure of their success and the teacher evidence of progress. This is most helpful when it occurs frequently throughout the lesson.

**Plenaries** are vital elements of lessons because they fulfil a wide range of purposes. In particular, they:

- help pupils to crystallise, understand and remember what has been learned;
- refer back to the learning objectives;
- create a sense of achievement, gain and completion;
- take stock of where the class has reached in a task or a sequence;
- take learning further and deeper;
- provide an opportunity for the teacher to assess learning and plan accordingly;
- recognise and value the achievements of individuals and the class;
- prompt deep thinking by pupils about how they have teamed.



## Plenaries

### Reviewing

**Just a minute:** sum up all you have learnt in 60 seconds without hesitation, deviation or repetition

5: Write 5 bullet points to sum up today's learning

**3 stars and a wish:** 3 things you have done well and one you would like to improve

**Presentations:** groups of students give short presentations on lesson objectives



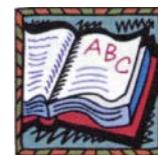
### Literacy

Create a **mnemonic or an acrostic**

**Definitions:** Write a definition of new key vocabulary

**Concept Map:** Ideas from the lesson are provided. Students draw links between information, with brief reasoning for each link e.g. short and long term causes.

**Cloze:** Pupils fill in gaps in a summary of the lesson content



### Q and A

**True or false questions**

**Who knows goes:** students must answer a question before sitting down

**Who wants to be a millionaire:** A test with a choice of 4 possible answers



### Images

**Pictionary /Quick draw:** a picture to sum up your learning

**Label:** Label a photo, drawing, illustration, cartoon, using keywords

**Graphic:** draw a flow diagram to show what you have learned



### Problem Solving

**Predict:** What will happen next time?

**Analogies and paradigms:** students liken the topic in terms of something else.

**Who or what am I?** Students stand in front of a whiteboard and a key word is written above their head. They question the group to guess the word



### Discussion



**Peer review and assessment Circle time**

**Human continuum:** Place words describing the extremes at either end of a continuum on two opposing walls. Ask students to place themselves on it. Why did you stand there?



## Effective Plenaries

Evidence from observations suggests that this is frequently the weakest part of the lesson. Here are some ways to make the plenary effective in getting students to reflect on their learning.

Danger	Possible solutions
Time runs out	Use a student as timekeeper. Plan specific times for the sections of the lesson; use them as a guide. Have an explicit plan for the plenary: you are less likely to neglect it.
Plenary is just business collecting in work, setting homework, repeating objectives	Change your routine to distinguish very clearly between the plenary and the 'end of lesson*'. Go for novel plenaries which re-engage attention. Set homework elsewhere in the lesson.
Plenaries grow dull because it's always the same routine: e.g. traffic lights	Plan varied styles of plenary. Design each plenary to suit the lesson and its objective. Sometimes use the plenary to whet pupils' appetites for the next lesson.
'Show and tell' sessions result in low-level exchanges	Be explicit and demanding; provide success criteria for high-quality feedback. Use probing questioning. Require justification of students' assertions
The teacher does the activities and the underlying thinking instead of the pupils.	Place emphasis on the new skills and knowledge that have been acquired. Involve pupils in delivering the plenary e.g. require them to do the questioning Resist the temptation to answer questions as well as ask them. Ensure that pupils are primed and have thinking time to prepare properly.
The learning remains implicit and it is difficult to demonstrate progress.	Always focus on "What have we learned in today's lesson?" List the explicit learning points in your planning. Ask pupils to articulate the main things that helped to achieve the objectives. Ask for examples and evidence. Use no-hands questioning to show all students have made progress Ask how today's new learning can be applied in another context. Concentrate on key concepts, not details
Plenary is 'fun' but insufficient progress is demonstrated	Keep the activities sharply focused on the learning objectives and success criteria. Ask for evidence of achieving them Make sure the plenary has as clear a purpose as other lesson activities
Students do not reflect sufficiently	Variety helps maintain freshness and engagement Challenge pupils, for example through probing questions

## Engagement

Student engagement is a precondition of learning. If students are not engaged in school, they won't learn; engagement comes before learning and without engagement learning is, at best, transient and lacking depth. Teaching at BSG enthuses, engages and motivates pupils so that they find learning engrossing and enjoyable. Our policy, therefore, is to make sure pupils are totally engaged and ready to learn well.

Learning thrives on the three E's: **Engagement, Enjoyment, and Enthusiasm.**

**Engagement:** Is the learner switched on to the learning and engrossed in the tasks? **Enjoyment:** Are students enjoying the learning experience and looking forward to more?

**Enthusiasm:** Are students developing an intrinsic interest in their studies, building a commitment to learning beyond the school environment and beyond their school years?

At a most basic level when students are **engaged** they: Pay attention

Conform to the expected behavioural norms; Complete work in the manner requested and submit it on time; Are 'on-task'; Respond to questioning. Are supportive and do not obstruct the learning of other students

For excellent learning we seek a deep engagement beyond this, with the enjoyment and enthusiasm to appreciate learning for its own sake. This is the enthusiasm and enjoyment which occurs when the learner:

- cares not just about the *outcome*, but also the development, of their learning;
- takes ownership and *responsibility* for their learning;
- brings discretionary *energy* to their learning task(s);
- can locate the *value* of their learning beyond school, and wishes to *prolong* their learning beyond school hours.



# Resilience

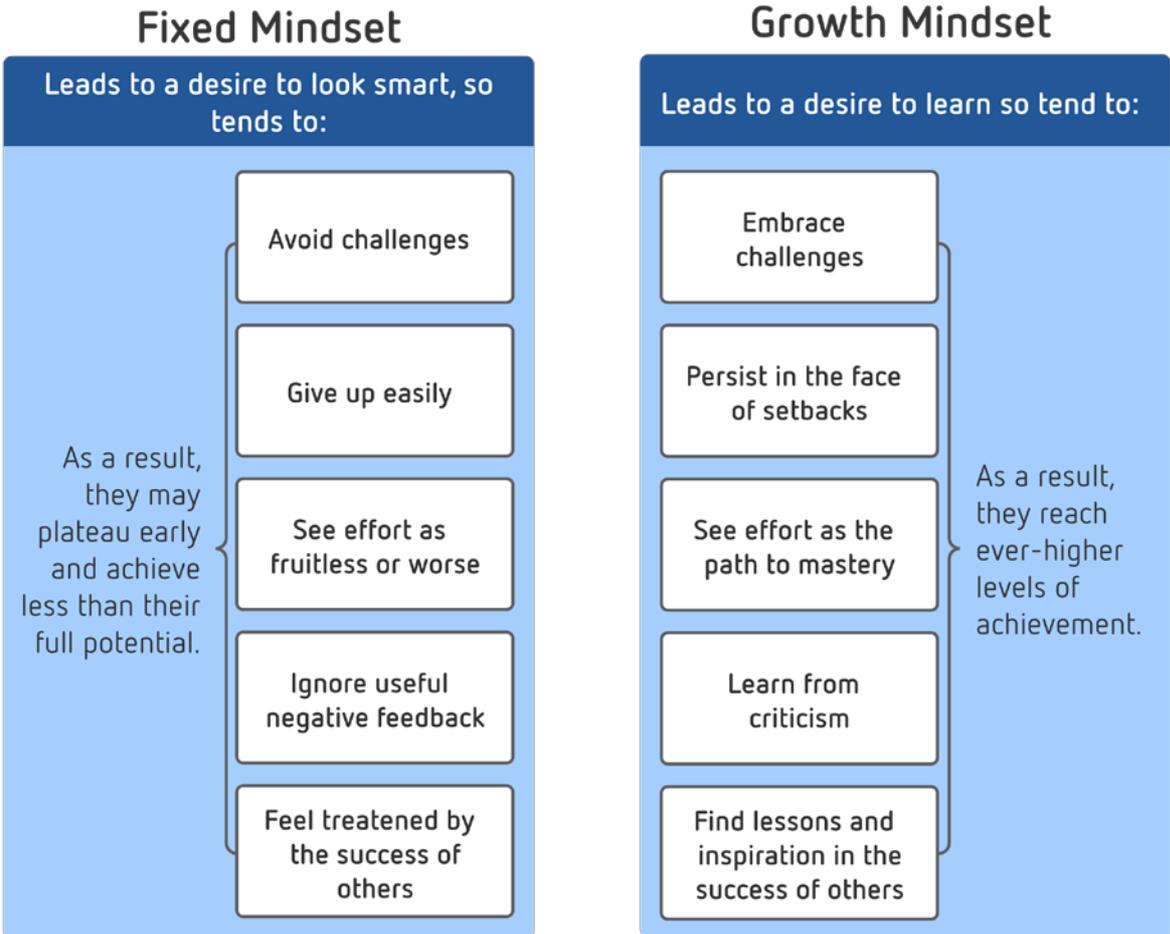
Learners who show resilience in learning like a challenge, and are willing to 'give it a go' even when the outcome and the way to proceed are uncertain. They accept that learning is sometimes hard for everyone, and are not frightened of finding things difficult. They have a high level of 'stickability' and can readily recover from frustration. They do not mind making mistakes every so often, and can learn from them

One aspect that influences a student's resilience is their mind-set. At BSG, we expect that teaching will focus on developing a **growth mindset** in students.

### Mindsets

Mindset is a simple idea discovered by Carol S. Dweck. **Mindsets** are beliefs individuals hold about their most basic qualities and abilities. In a **Growth Mindset**, people believe they can develop their brain, abilities, and talent. This view creates a love for learning, a drive for growth and a resilience that is essential for great accomplishments. Being praised for the way learning is approached helps a Growth Mindset

On the contrary, people with a **Fixed Mindset** believe their basic qualities, such as intelligence and abilities are fixed, and can't be developed. Being praised for being clever or for getting it "right" or for getting good marks and grades can produce a fixed Mindset. Motivation is then harder to maintain unless the learner constantly achieves full marks.



## Independence and interdependence

21st century learning is about ingenuity and **collegiality** and ambition and risk. And that's very different from accumulation and regurgitation." Professor Stephen Heppell

### Positive interdependence: 'We sink or swim together'

Lessons should provide students with the opportunity to work independently, collaboratively and to take leadership roles. Good communication and the ability to work as part of a team are highly rated workplace skills. These skills can be developed through group work. Working in groups is also an excellent way to develop a range of independent learning skills as it provides students with the opportunities to

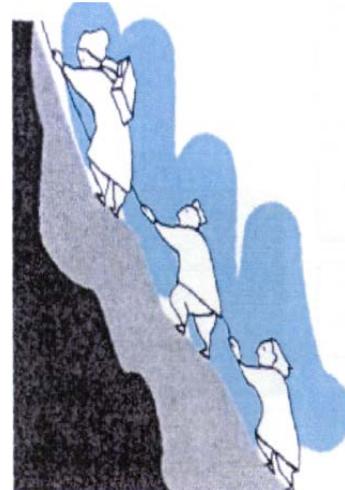
- practise and learn from each other
- develop a sense of empathy and to understand views other than their own

The first requirement for an effective co-operative activity is that learners know that they sink or swim together. This is achieved by ensuring that learners can only achieve their learning goal if all of the team members also attain their goals. Each team member takes on complementary roles and tasks. Tasks are divided up so that everyone makes a distinct individual contribution towards the finished product. This also has the advantage that individual achievement can be identified for assessment purposes.

### Promoting interaction: Supporting team effort

Planning should include opportunities for developing communication and teamwork skills that enable them to:

- support each other
- share good ideas
- coach or teach their peers
- give effective feedback to peers
- challenge peers without being negative
- negotiate and reach a consensus
- develop trust within the team
- take on leadership roles, as used in Form time
- explain what they have learnt to others (peer explaining)
- make team presentations to the whole class



## Effective use of Group work

Simply putting students into groups is no guarantee that they will work together and such unstructured activity can have a negative impact on both the students' experience of the lesson and on their learning. Use a seating plan in all lessons so that students get used to working where you want them to in the room, then gradually introduce paired or small group work.

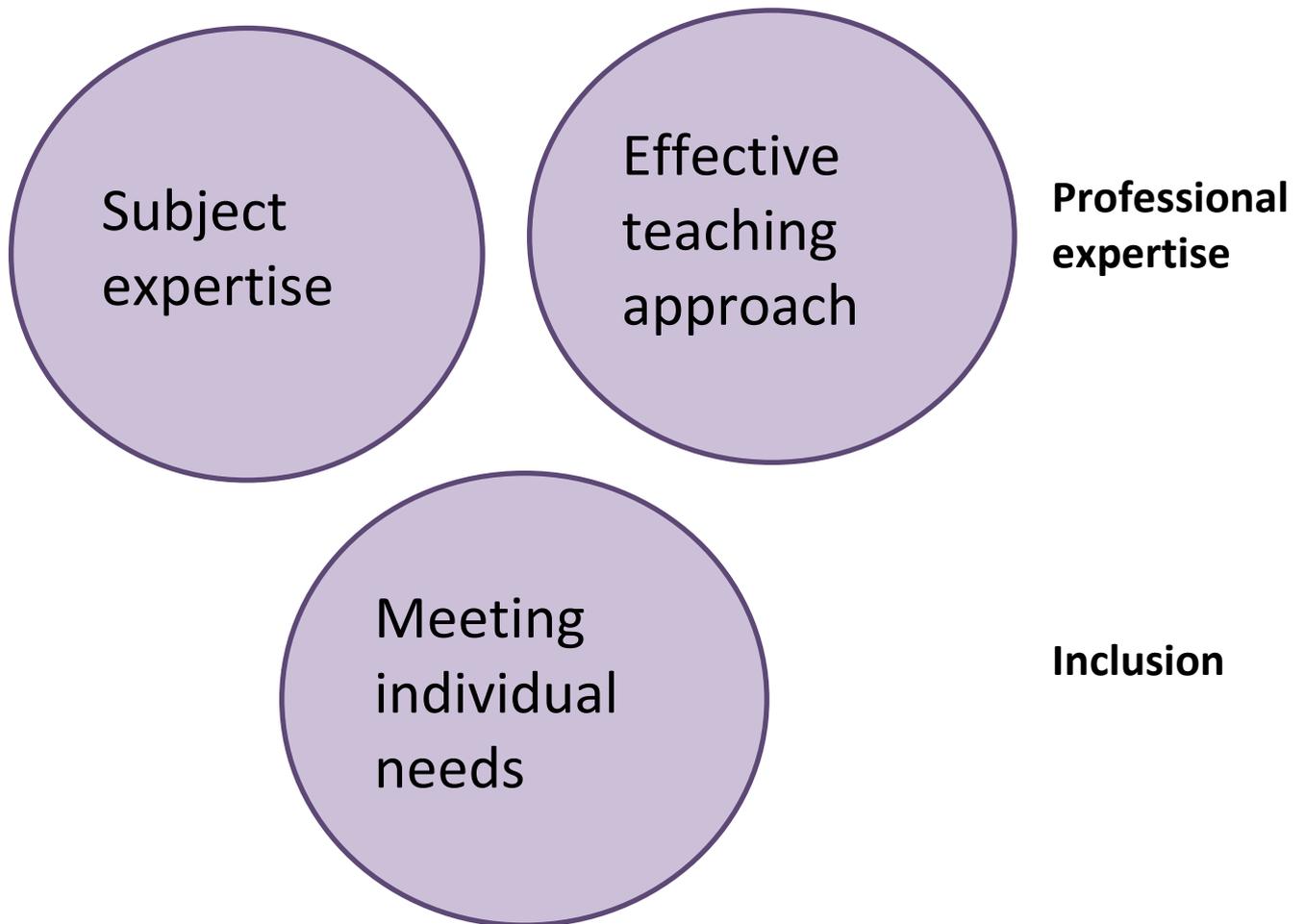
Grouping	Benefits	Limitations	When to use
Friendship	Secure and unthreatening	Prone to consensus Can lead to too much social conversation	When sharing and confidence building are priorities
Ability	Work can more easily be pitched at optimum level of challenge	Visible in class setting Unintended labelling	When differentiation is best achieved by task
Structured Mix	Ensures range of views	Can reinforce differences	When diversity is required
Random Selection	Builds up students experience of different partners' views Accepted by students as democratic	Can result in awkward mixes and 'bad group chemistry'	When students complain about who is allowed to sit with whom When groups have become stale
Single sex	Socially more comfortable for some	Increases the gender divide	Contexts where one group habitually loses out e.g. When competing to control equipment

### Advice for staff on making group work effective

- Utilise the group roles and procedures for students in keeping with the above
- Make sure the activity helps students to meet challenging learning outcomes and produce quality work
- Audit pupils' skills and complete a "passport", to guide the planning
- Get a balance between careful planning (including the composition of groups) and subtle, contingent interventions during the task
- Select the groups carefully and provide guidance and training in the group roles
- Provide every student with a "Thinking Record" for them to show what they have learned and how they contributed to the group
- Plan ways to check how each youngster has made progress in their targets and leadership skills

## Outstanding teaching

When teaching is outstanding, it promotes students' learning, so that they make significant progress, develop mature behaviour and greatly enjoy their learning. In outstanding lessons students show a high level of respect for others or for their work. Together with a supportive ethos, the key characteristics of outstanding teaching are as follows:





Subject  
expertise

## Subject Expertise

Excellent subject knowledge should be applied consistently to challenge and inspire. The teacher should model enthusiasm, high order thinking and superb subject practice.

Learning and Teaching policy 2021 impact of high level, up-to-date expertise in your subject is to motivate and inspire youngsters.

Our enthusiasm, indeed passion, is a source of inspiration and motivation to students. A teacher who models the way a scientist, author, mathematician, artist, historian or whatever talks about, thinks about and demonstrates their subject can have a huge impact on the way that students engage in the subject. Students often continue to study a subject through options and beyond because they have been inspired by a teacher who loves their subject.

Strong subject expertise enables teachers to:

- monitor and intervene in a timely way to increase learning.
- understand how each student is thinking about the lesson material and to use this to help structure learning.
- spot misconceptions and address them
- encourage higher order thinking

### What does it look like? Students' learning is enhanced by...

- teachers' excellent subject expertise (subject knowledge and subject-specific pedagogy). This is maintained by professional development, reading and noting current research
- teachers' interventions to address misconceptions before they lead students off track. This is informed by the teacher's deep understanding of how students learn well in the subject
- teaching that focuses on developing conceptual understanding in the subject
- opportunities for pupils to make sense of the subject matter, apply their expertise, solve problems, discuss issues and make connections and generalise.
- open-ended problems which offer opportunities to choose which approach to adopt, to reason and generalise in the subject
- an emphasis on talk so that pupils become confident in expressing and developing their thinking in the subject

... all underpinned by a shared fascination for the subject topics.

**The key to all of this is the teacher's love of the subject.**

## Effective Teaching Approaches

Teaching for effective learning requires a varied and considered range of skilful, well-paced teaching approaches. This includes making well-judged and appropriate use of information and communications technology (ICT) to enrich teaching and to support and motivate learners.

Approaches you use should help students to make their own meaning. Students need the skills, strategies, activities and experiences that will allow them to:

- develop their own ideas, views and arguments
- think more deeply about content and concepts
- develop skills and strategies
- reflect on their own thinking and learning.

### Questions to ask yourself:

#### Do I plan for and use?

- multi-sensory teaching approaches (visual, verbal, kinaesthetic)?
- interactive strategies, e.g. pupils having cards to hold up, or their own whiteboards, or taking group roles?
- visual and tangible aids, e.g. real objects, photographs, video clips?
- ways of making abstract concepts concrete, e.g. analogies, demonstrations, "hands on", stories?
- tasks that are simplified or extended, e.g. step by step break-down, problem solving?
- tasks made more open or more closed according to students' needs?
- a variety of pupil groupings so that students are able to draw on each other's strengths and skills?



Variety of approaches

<p><b>Discuss and debate</b></p> 	<p><b>Use 'comment cards'</b></p> <p>which students hand in when they make a contribution, they have to 'spend' all their cards by the end of the session</p>	<p><b>Snowballing</b></p> 	<p><b>Jigsaw groups</b></p> 
<p><b>Quizzes</b> Quizzes Quizzes</p> 	<p><b>Traffic lights for true of false</b></p> 	<p><b>P4C</b></p> 	<p><b>Role play</b></p> 
<p><b>Devil's advocate</b></p> 	<p><b>Practical activities</b></p> 	<p><b>Think/Pair/Share</b></p> 	<p><b>Envoys</b></p> 
<p><b>Cut and paste</b></p> 	<p><b>Independent research</b></p> 	<p><b>Investigations</b></p> 	
<p><b>Presentations</b></p> 	<p><b>Analogies</b></p> 	<p><b>Group work</b></p> 	<p><b>Card sorts</b></p> 
<p><b>Team competition</b></p> 	<p><b>Timed tasks</b></p> 	<p><b>Mind maps</b></p> 	<p><b>Hot seating</b></p> 

## RESOURCES

### The use of Support Staff

Teaching Assistants can be one of the most effective resources to boost youngsters' learning, but to realise this potential, their role has to be planned to maximize their impact. Some points to check:

- Provide TAs with copies of the scheme of work, lesson plans, curricular targets and any differentiated outcomes. Take time to talk about these.
- Directly involve TAs in planning lessons and any adaptations to or production of additional materials needed for specific groups or individuals
- Brief TAs about their role in the lesson, being clear about the purpose and the focus of learning activities and how they can support students in making progress and meeting objectives
- Be clear about who the TA will primarily be working with; is it a particular group or students. When will it be beneficial to circulate more widely?
- Are there parts of the lesson that the TA will lead on?
- Make sure that certain students do not become over-reliant on support staff and therefore become excluded from some activities.
- Time will be a constraint, but meet briefly every morning before you start your teaching

### ICT resources

Research shows that ICT makes a positive difference to students' learning, but these benefits are available only when the use of ICT is planned, structured and integrated effectively.

## MEETING INDIVIDUAL NEEDS



Personalised learning means recognizing that each learner in a class differs from other learners in many ways. Taking this into account teachers should plan lessons so that **all** learners have the best chance of achieving the learning objectives. In the LEARNING section of this handbook, the arrangements for setting objectives include objectives at three levels of difficulty. Some students will still need more differentiation, such as *help sheets* for lower attainers and *extension sheets* for higher attainers, but real personalised learning is more than this.



All of us learn in different ways and have different starting points and these need to be considered when planning. The diagram above illustrates some of the different factors that we need to take into account when considering ways to ensure that there are **no barriers** to learning.

## DIFFERENTIATION

Making provision for students with special education needs can be based on the LEARN model. It is important to note that any of these tips apply to all students regardless of any special learning needs.

<b>Learning styles</b>	Ensure that there is opportunity to use a range of learning styles in lessons, in order to motivate students and to give them the best opportunity to learn, (see the section on teaching approaches)
<b>Enlarged text</b>	<p>When creating resources for those with difficulties in literacy try using:</p> <ul style="list-style-type: none"> <li>● 14 or 16 font</li> <li>● Pale yellow or other tinted paper</li> <li>● Highlighted or underlined keywords</li> <li>● Clear spaces and uncluttered layout</li> <li>● A minimum of large chunks of text. Break text into more paragraphs</li> </ul> <p>Use the same principles when preparing PowerPoint and using whiteboards. (Also make sure the whiteboard is clean)</p> <p>Also make use of writing frames and scaffolding techniques.</p> <p><b>Always refer to the IEP/Student Passport for further guidance</b></p>
<b>AfL</b>	<p>Use a range of AfL strategies to ensure that learners have a clear understanding of their levels and targets</p> <p>Ensure that students are given short achievable tasks and regular, constructive, positive feedback</p> <p>Peer support and assessment is essential, so plan the organization of reflection to give maximum interaction</p>
<b>Reading levels</b>	<p>Use data about literacy levels to inform your planning.</p> <p>Make sure you know your students other needs too.</p> <p>Consult the IEP and profiles to find out about their learning and find useful strategies to support your students</p>
<b>Never assume</b>	<p>Ensure you regularly check understanding of key vocabulary, concepts, tasks, homework</p> <p>Ensure that students know what they have to do to improve and have confidence that it can be done</p> <p>Never be afraid to re-visit work. Encourage students to say when they do not understand and to ask for help</p> <p>Tailor tasks to students. Remember: One size does not fit all!</p>

Graduate tasks from easy to hard.

Use Bloom's Taxonomy

Link assess objectives to grade criteria + targets

For open tasks, clarify how outcomes will vary according to pupils' target grades/levels. Expect more from the able students.

Differentiate resources: e.g. use texts of different depth, breadth, and difficulty, print in larger font or use of colour

Accommodate Learning styles.

Visual, aural, Kinaesthetic

Boy and girl friendly

Have a seating plan that supports differentiation

"Buddy up" students who can take lead or help each other. E.g. strong reader/weak reader. The buddy needs some 'training'

Develop generic skills by :

- Feedback proformas
- Teaching skills of Learning to Learn as well as subject outcomes

Use self-assessment and ask students to set themselves targets for next step

Use high-order QAA: why? how? & what if..? questions.



Set different tasks. E.g. Use:

- ability groups
- help sheets/writing frames
- extension tasks,
- prompt cards that students can request if stuck

Use teaching methods that differentiate well, e.g. require all students carry out thought provoking tasks,

Not all students need to start work at the same point. More able skip the easier level and start with harder examples

Use scaffolding for students who find learning difficult e.g. provide frameworks, TA support

**Use mixed group** work so that peers can support each other

Use **ability groups** for differentiated tasks

Make explicit use of

- peer checking and assessment
- DIRT feedback

Use "Medal and Mission" feedback i.e. praise for outcome and specific advice for improvement

Set individualised goals and targets based on diagnostic tests A assessment for SEND; One-to-one action planning

### Reduce the need for large number of differentiated resources/tasks by:

- Accurate initial guidance about the expected levels that pupils reach in their outcomes
- High expectations about having to think for themselves

## HIGH EXPECTATIONS

All students are capable of achievement and of underachievement. Challenging underachievement is every teacher's responsibility. Teachers need to ensure that achievement is rewarded and that all students set their sights high.

Challenge stimulates learners, so setting high expectations in every lesson and **continually enforcing** them, helps students to make the maximum amount of progress.

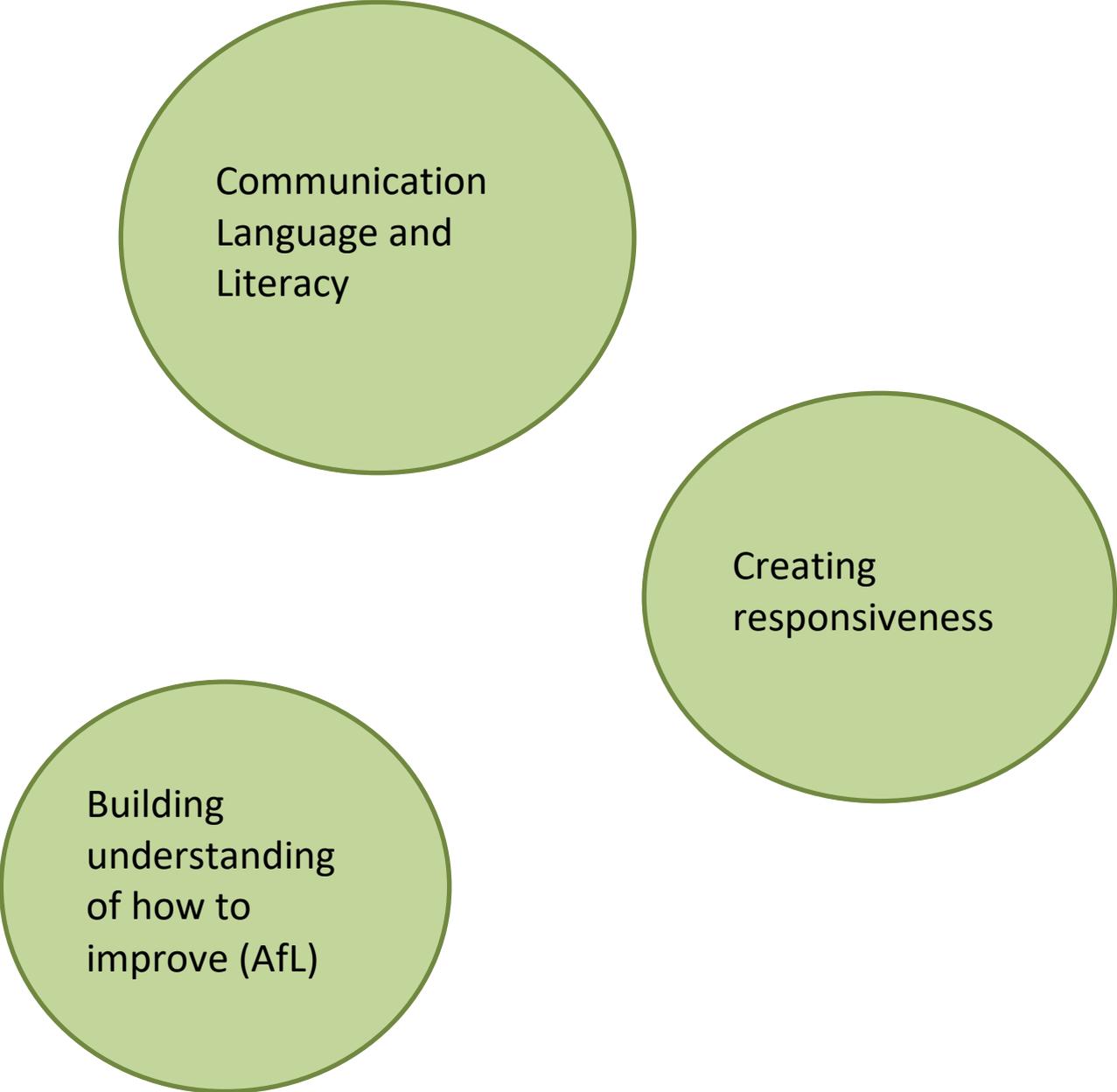
Of course, too much challenge without the correct support could have a negative impact on students' motivation, so challenging goals may need scaffolding.

Teachers should also lay down high expectations for presentation of work, behaviour, involvement and respect.

### Challenging students in the classroom

<p><b>Philosophy for Children (P4C)</b></p> <p>The following website has a good explanation of its use in classrooms</p> <p><a href="http://www.philosophy4children.co.uk">http://www.philosophy4children.co.uk</a></p>	<p><b>Higher order questioning /Thinking skills</b></p> <p>Using Bloom's Taxonomy to develop challenging questions for targeted learners, including G&amp;T students</p>	<p><b>Investigative Research</b></p> <p>Building opportunities for a challenging investigation. This could fit into an existing scheme of work or as a homework project</p>
<p><b>Mantle of the Expert</b></p> <p>Students build up an area of expertise to become the specialist and advise others</p>	<p><b>Students as teachers</b></p> <p>Students take on a teaching role. Groups might deliver a starter or plenary for a lesson or coach other students</p>	<p><b>Learning in the wider community</b></p> <p>Students learn through going into the community or through learning links on line or video conferencing</p>
<p><b>Differentiation by Resource</b></p> <p>Introducing more sophisticated texts or work from a higher Key Stage</p>	<p><b>Imaginative use of resources</b></p> <p>Maximise the potential of ICT by setting group tasks that enable students to use a variety of high-grade software and tools</p>	<p><b>Leadership challenge</b></p> <p>Provide opportunities for students to take leadership roles in groups</p>

## A POSITIVE LEARNING ETHOS



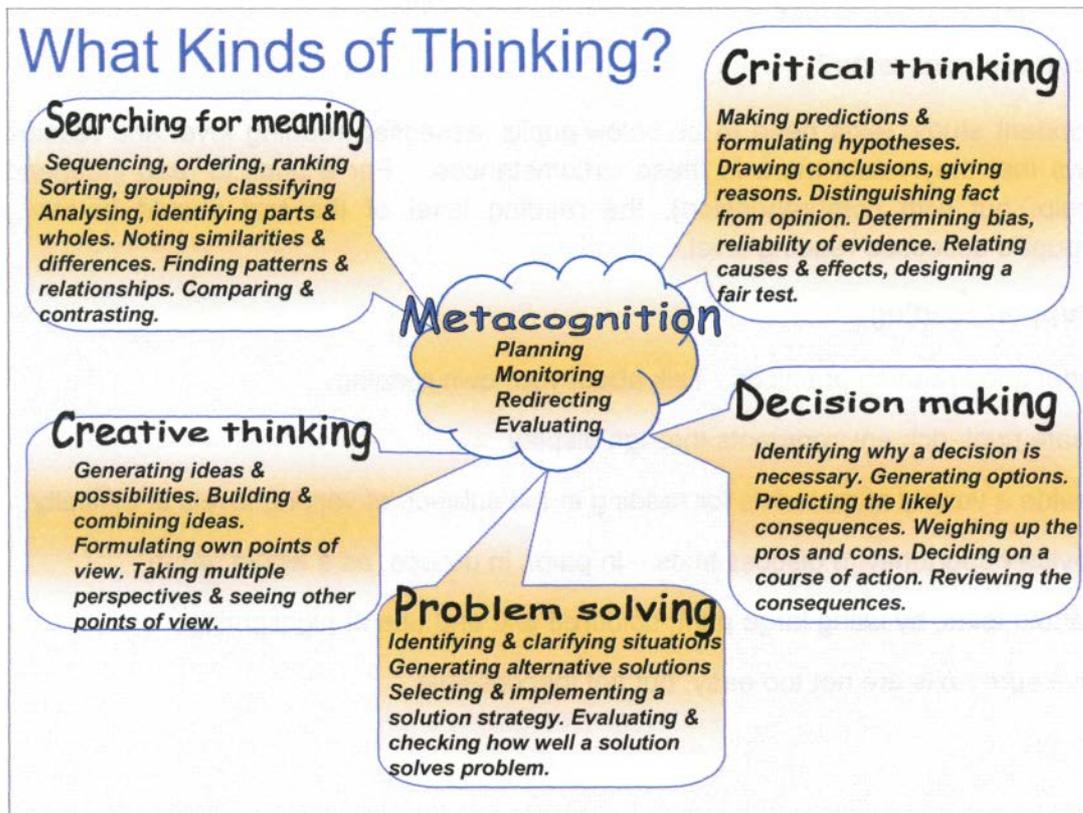
Communication  
Language and  
Literacy

Creating  
responsiveness

Building  
understanding  
of how to  
improve (AfL)

## Language for Learning

Outstanding learning needs a 'Language for Learning' which is uniformly used throughout the school by all members of staff. Unless the language is consistently reinforced it does not become embedded. For example, students can develop their reasoning powers by using a wide range of vocabulary to identify the thinking that is required to meet the lesson's objectives. The following diagram (from the ACTS initiative) provides a taxonomy to aid thinking.



## Subject specific terminology

Subject terminology is a means by which subject experts express their knowledge about the subject in specific terms. Students' ability to discuss the subject is likewise supported by mastering these terms. Teachers should routinely introduce and reinforce the use of key words for the subject. Keywords for the lesson should be noted in the teacher's planning.

Some subjects share a common language for tasks, so providing a consistent definition of, for example, what *compare* or *identify* means in each context builds students' understanding.

## Literacy

### Reading and writing float on a sea of talk.

James Britton

Competence and confidence in literacy, including in grammar, spelling and speaking, are essential for progress in all areas of the curriculum. Because of this, all teachers have responsibility for promoting language and literacy development. Every teacher should find opportunities to encourage young people to explain their thinking, debate their ideas and read and write at a level which will help them succeed in your subject,

### Ways to support reading

- Model good reading practices. Talk about your own reading.
- Create print-rich environments through display
- Provide a variety of materials for reading in the subject, of varying levels of difficulty
- Provide opportunity to discuss texts - in pairs, in groups, as a whole group
- Scaffold texts, by using large print, coloured text and use of highlighting.
- Make sure texts are not too easy, but not inaccessible.

### Writing

Pupils should engage in a lot of talk about writing *before* writing, *during* writing and after writing in order to structure their thoughts. Other ways to support and develop writing include:

- modelling writing; demonstrate how to go about a writing assignment and display good examples, with annotations
- scaffolding the writing process e.g. Vocabulary lists, writing frames. Sue Palmer's books have an excellent range of frameworks.
- teaching the structures and conventions of different text types.
- redrafting and proof-reading.
- clear and consistent marking of errors. This needs to be followed up, to ensure pupils apply the advice given and do not persist in the same errors.

## Dialogue

### Why is dialogue for learning so important?

Communication is not merely an aid to thinking. We think in language, so it is tantamount to thinking itself. Students come to know more as they struggle to communicate. Talk is a powerful motivator in the learning process.

### Dialogue is critical to Assessment for Learning

As well as engaging students, dialogue informs the teacher and the student of how learning is progressing and what needs to be done to accelerate and consolidate it.

Many teachers believe that students have lots of opportunities for discussion in their lessons, but research shows they usually significantly over-estimate the extent to which students are involved in talk; the vast majority of talk tends to come from teachers themselves and most individual students only contribute a relatively small amount during the course of a lesson. It is also very clear that students do not retain a great deal of what they just hear. A far more efficient way of learning is to get students involved in dialogue; as well as encouraging them to think, they are more likely to remember and understand.

### What kinds of activities can I use?

There are lots of different activities that you can use to encourage dialogue in lessons. Below are a few ideas.

#### THINGS TO START OFF WITH

Think, Pair, Share Verbal  
Football/Tennis Talk partners

#### GETTING A BIT MORE CONFIDENT?

Collective Memory Listening  
Triads Snowballing Buzz groups

#### MORE ADVANCED

Hot seating  
Philosophy for Children

## Asking questions

**Questions that seek clarification:** ‘Can you explain that?’ ‘What do you mean by...?’ ‘Can you give me an example of...?’

**Questions that look for reasons and evidence:** ‘Why do you think that?’ ‘How do we know that?’ ‘What evidence do you have?’

**Questions that explore alternatives:** ‘Can you put that another way?’ ‘Is there another point of view?’ ‘What might someone who disagree with you say?’ ‘What difference is there between the points of view?’

**Questions that consider implications and consequences:** ‘What might be the consequence of that?’ ‘What might happen if...?’ ‘Does that agree with what we said earlier?’ ‘How can we tell if that’s true?’

**Questions that attempt to put things together:** ‘Where have we got to?’ ‘Can anyone summarise so far?’

## Encouraging answers

**Use paired discussion.** Ask your question, then give students time to discuss their ideas in pairs. You can ask them to share ideas with another pair *before* asking for plenary contributions.

**Use mini whiteboards** to ensure every student is engaged (AND they give you the chance to do some assessment you can use right away).

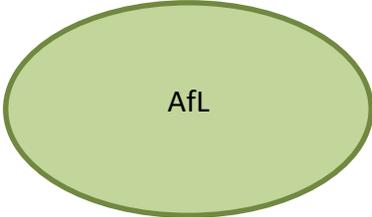
**Set all students to answer at once** e.g. “I’ll count to three then I want you all to shout out the answer” or “Point this way to answer X and that way to answer Y” etc...

**Increase wait time** after asking a question to at least five seconds and up to several minutes (waiting time is often less than one second).

## Responding to answers

**Give immediate formative feedback that encourages dialogue.** For example, “That is an interesting answer because...” “I like the idea...”

**Look for something in the answer that you can use to move the discussion on** rather than waiting for the “right” answer. Invite other opinions before responding.



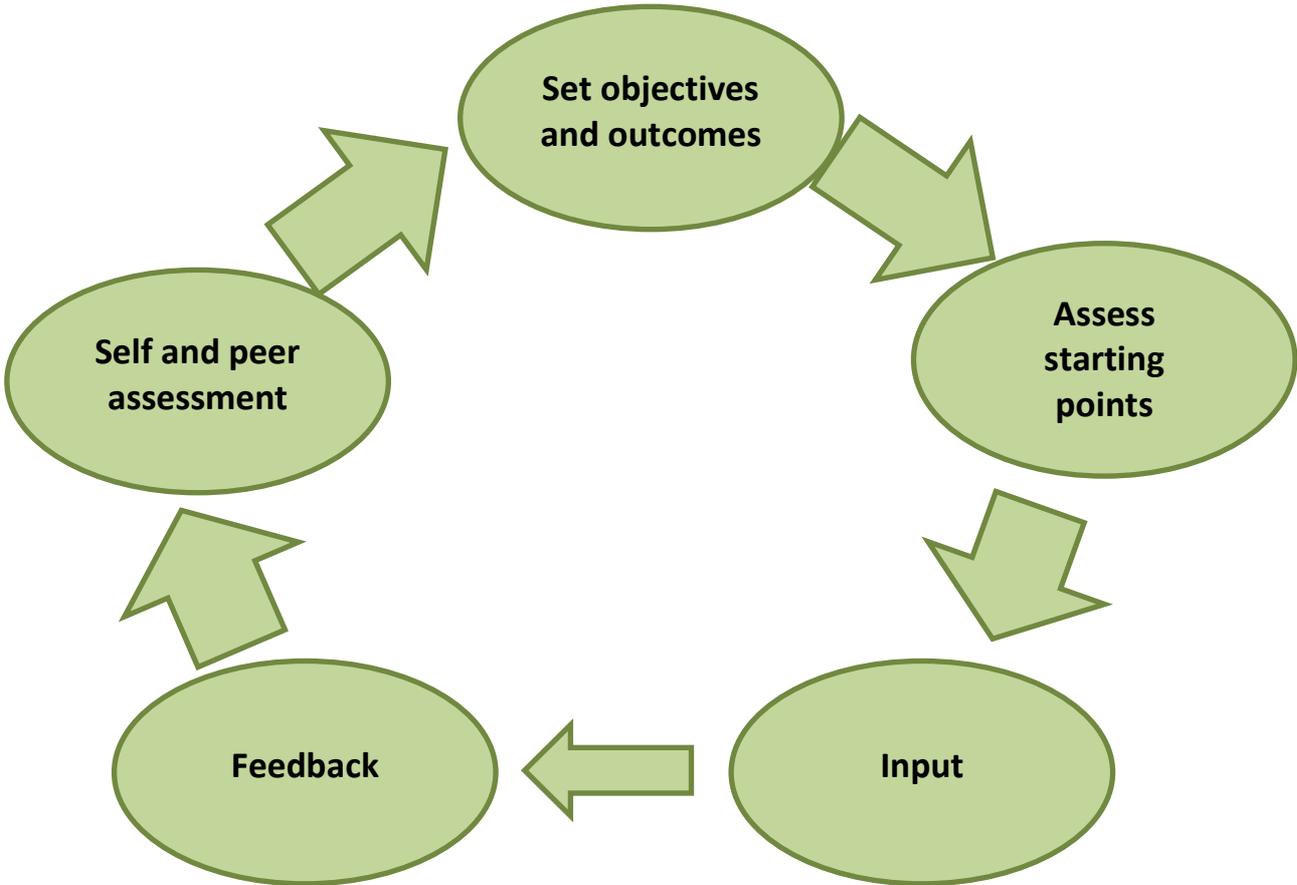
# Building understanding of how to improve:

## Assessment for Learning

Clear, challenging objectives should be used to guide learning and students' progress assessed using a range of effective strategies including self and peer assessment. *Learning and Teaching policy 2021*

There are 3 aspects of building students' understanding of how they can improve:

- 1. **Assessment of learning:** This includes summative assessment activities such as end of unit tests, past exam papers, outcomes of essays or activities. Assessment of learning gauges where learners are in their learning and which skills have been mastered or not. This summative assessment would be used in the 6-weekly progress check.
- 2. **Assessment for learning:** Assessment for learning spells out learners' strengths and gives personal advice so that learners may continue to make progress. This includes formative assessment activities such as: comments given to improve oral presentations or essays, individual and group feedback in lessons, peer and self-assessment activities and targets arising from end of enquiry assessments.
- 3. **Assessment as learning (Learning to Learn):** This includes reflecting on the process of how learners achieved their objectives, the barriers they faced, the choices they made and the lessons that they have learnt. This is essential in order for independence and self-awareness and



## Formative assessment

Formative assessment involves students constantly asking themselves the following questions

<b>Where am I now?</b>	<b>Where am I going?</b>	<b>How do I get there?</b>
<b>What can students already do?</b> Strategies include:	<b>What should students aim to do?</b> Strategies include:	<b>How can students become able to do it?</b> Strategies include:
A <b>starter</b> activity that recaps recent work	Share clear achievable objectives at the start of the lesson and revisit them	Walkthrough and <b>model examples</b> to ensure understanding.
Ensure that students know <b>the descriptors for the level</b> or grade <u>they are working to</u>	Share signs of success, e.g. <b>What I'm looking for..</b> /	Ask pupils to <b>explain steps</b> to success to each other.
Have visually stimulating, <b>student friendly</b> level/grade descriptors that students can highlight as they meet them	Make sure that the <b>classroom ethos</b> encourages all pupils to want to see a way forward in their learning.	Check that pupils <b>understand what to do</b> to improve.
Refer to <b>objectives and success criteria</b> throughout the lesson	<b>Set 'small steps'</b> targets for improvement in the front of exercise books for easy reference by pupils and teachers.	Encourage pupils to <b>explain</b> their <b>thinking and reasoning</b> within a secure classroom ethos.
Take note of <b>peer and self assessment</b> outcomes when planning the lesson	Establish a <b>sense of progression</b> early on in the academic year.	Adjust planning; evaluate effectiveness of <b>task, resources,</b> etc as a result of <b>assessment.</b>
	Provide a vision of <b>outstanding work</b> by showing excellent completed work or <u>giving demonstration</u>	<b>Use marking</b> and informal assessment to gauge where pupils need more practice and support

## Providing effective written feedback

Students should be provided with detailed feedback both orally and through marking. *Learning and Teaching policy 2021*

Teachers need to provide learners with information that enables them to improve. Written feedback should relate to the specific learning objectives and outcomes of any task. Constructive written feedback will contain some or all of the following characteristics:

- Focuses on success against the learning objectives selectively
- Confirms that the learner is on the right track and highlights areas of 'success'
- Scaffolds or supports the learner's next steps
- Has a ratio of positives to one area to improve
- Provides opportunities for learners to think things through themselves
- Avoids comparison with other learners
- Provides learners with an opportunity to respond
- Comments on the progress made after redrafting
- Time is given in subsequent lessons and/or homework to respond to advice, so that students can demonstrate new understanding and make further progress

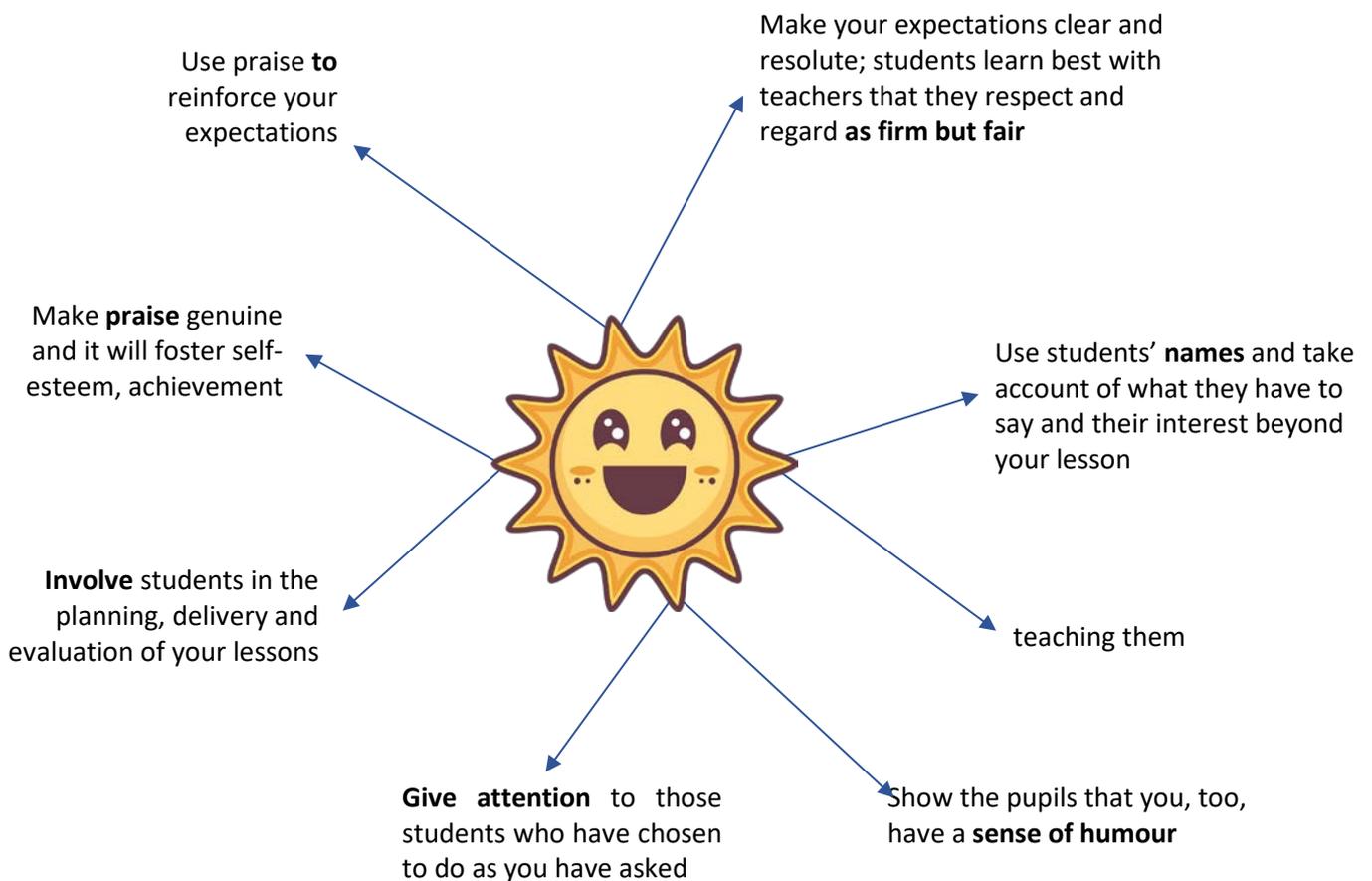


## ETHOS

The way in which the teachers manage the classroom will have a significant effect on students' learning and behaviour. A stimulating, attractive environment and respectful relationships in the group are key elements in promoting outstanding learning. This includes a lively display that demonstrates the standards of presentation you expect.

### Building Relationships

Every student should be made to feel included in the lesson. Many students identify the relationship with the teacher as the biggest impact on their learning. The rapport you build with students will help you to eliminate learning barriers. Show them you're human, why you love your subject why it's important that they study it. Use your mentoring and listening skills and model the attitudes you seek from students.



## CREATING RESPONSIVENESS

### Our expectations for behaviour

At BSG we see positive behaviour and attendance as essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure. The positive climate for learning is based on respectful, productive relationships (See section on Ethos)

### Our Code of Conduct

Our code of conduct is based on the BSG Student Code of Conduct

### Our Approach



**We mean what  
we say!**

### Our Expectations

Rewards

Sanctions

Avoidance and Managing strategies



# Individual Lesson Plan

British School of Geneva

Specific Lesson Information		
<b>Teacher:</b>  <b>Subject:</b>  <b>Group:</b>	<b>Day and Date:</b>  <b>Time:</b>  <b>No. of girls:</b> <b>No. of boys:</b> <b>Total:</b>	
<b>Learning Objectives:</b>		
<b>Success Criteria:</b>		
<b>Pupils prior learning and experience :</b>		
<b>Student groupings ( students' initials):</b>		
<b>High Ability (HA)</b>	<b>Middle Ability</b>	<b>Lower Ability:</b>
<b>Additional Learning Needs (ALN) to consider:(initials to be added as well)</b>		<b>Support Staff Role/teacher deployment</b>
<b>Key Terms or Vocabulary:</b>		<b>Embedding literacy and numeracy /cross-curricular links</b>

<b>Resources:</b>	<b>Assessment strategies and key questions:</b>
<b>Subject Content</b>	<b>Timing</b>
<b>Starter/Recap:</b>	minutes

<b>Introduction:</b>	minutes
<b>Main Activities:</b>	minutes
<b>Differentiation:</b> (task, resource, outcome, gender, grouping, support, opportunities for independent learning)	

<b>Plenary:</b>	5-8 minutes
<b>Future Learning/Next steps:</b>	
<b>Evaluation/ Assessment:</b>	

Teaching	Subject expertise	Effective teaching approaches	Meeting individual needs	Communication, language and literacy	Increasing Students' understanding of how to improve (AfL)	Creating Responsiveness
Outstanding	Excellent subject knowledge applied consistently to challenge and to inspire. No safety tasks issues Teacher models enthusiasm, high order thinking and superb subject practice. Teacher understands how students learn in this subject and pre-empt misperceptions, and potential barriers	Astute planning; time used well. Resources, including innovative use of new technology, make marked contribution to the learning, Approaches chosen imaginatively to encourage higher order thinking. Activities provide excellent opportunities for creative and autonomous learning	Teacher acutely aware of students' prior learning, so plans well pitched lesson to stretch and challenge all.  Challenging tasks astutely matched to students' learning needs and styles. Interaction enables all to get personal coaching and mentoring, with notable impact  Precisely targeted support by other adults and excellent use of IEPs	Discussion in lessons stimulates deep insight into learning  Teachers build up students' language for discussing learning, teaching high level specialist and technical vocabulary The teaching of reading, writing, communication and numeracy is exceptional. No opportunity missed	Marking and dialogue with students are consistently excellent and positive. Very clear objectives and success criteria reviewed constantly to give students excellent insight into their learning Teacher systematically checks learning throughout lessons, anticipating where they may need to intervene, doing so with a striking impact on the quality of learning. Discussions show pupils how to improve	The ethos is very positive, very disciplined and rapport between teacher and ss is excellent  High expectations about conduct and commitment. Teacher motivates and encourages students very well/ Environment stimulating and highly organised for independent learning
Good	Teacher uses well developed subject knowledge to plan effectively and set challenging tasks that challenge students and contribute to good progress. Deals well with misunderstandings <u>No safety issues</u>	Resources and activities, including new technology, are well chosen to bring about good learning Lesson includes a range of activities to meet different learning styles; strategies enthuse and motivate	Planning meets all students' needs well. Levelled objectives linked to differentiated tasks, are designed to meet the needs of different groups. Other adults' support is well focused and makes a significant contribution to learning. Good pace	Teacher develops a language for thinking and learning and ensures students learn key words and technical vocabulary  The teaching of reading, writing, communication and numeracy is very effective	Assessment is accurate; Students are provided with detailed feedback, both orally and through marking. Students know how they are doing. Teacher listens astutely, observes carefully and questions skilfully. Objectives and success criteria are clear and reviewed throughout lesson	Teachers and other adults enthuse and motivate most students to participate. Learning is encouraged through good relationships with students. The ethos is disciplined and positive. Well organised environment with effective routines
Satisfactory	Teacher's subject knowledge is secure. No safety issues Teaching ensures that students are clear about the lesson's intentions and covers the material steadily	Adequate use is made of a range of resources, including new technology, to support learning.  Activities enable students to acquire knowledge, improve comprehension	Support provided by other adults is carefully deployed. Teaching generally meets all students' needs and enables all groups to make progress. Planned tasks involve students in work at appropriate level	Lesson plans include key terms.  Teaching generally enables pupils to communicate, read, write or use numeracy, but may be inconsistent	Due attention is given to the careful assessment of pupils' learning but AfL does not drive learning. Students are informed about their progress and how to improve through marking and dialogue with adults. Students generally know what to do to improve	Teachers monitor students' during lessons, to maintain a disciplined ethos. A safe purposeful ethos generally keeps students on task
Inadequate	Teaching fails to promote the students' learning, progress, behaviour or enjoyment. Learning is interrupted by minor or more significant disruptions. Students show little respect for others or for their work		Expectations are inappropriate / too low. Too little is done to ensure that pupils communicate, read, write or use numeracy as well as they should. Pace is too slow; tasks are too undemanding		Assessment takes too little account of the students' prior learning or their understanding of tasks and is not used effectively to help them improve. Objectives are unclear. Some students have little idea or concern about how they are progressing how well they have done	



Learning	Progress	Thinking and Creativity	Reflection	Engagement/behaviour	Resilience	Independent learning
Outstanding	All students/ groups make gains and develop learning exceptionally well (including literacy and other basic skills) and almost all pupils are making rapid and sustained progress. All meet grade/NC targets; many exceed them. High productivity. Rapid narrowing of gaps	Students use higher order thinking, making links, and reasoning.. They ask searching questions. They develop their own ideas and spot flaws Students show intense curiosity, use vivid imagination to explore possibilities. They seek innovative solutions, make creative links.	Students are highly reflective. They evaluate their learning and know how to. Students show deep feeling for the subject matter.  In plenaries, they critically appraise their own progress	Students demonstrate curiosity and eagerness to learn. They find the work enjoyable- even fun! Their eagerness, commitment to succeed are exceptional. Behaviour is excellent. No interruptions to learning. Atmosphere based on respect and dignity	Students show high levels of resilience, confidence when tackling challenging activities or in the face of difficulties. They work with excellent focus to overcome barriers or problems	Students show initiative and confidently take leadership roles in groups and stand their ground in a debate. Teamwork is highly productive. They relish a challenge, work independently and make every effort to ensure others learn and thrive.
Good	Most pupils and groups inc those with SEND, achieve well, They make improvements to narrow gaps (including literacy and other basic skills) They meet grade/NC targets; some exceed them All are productive in the lesson	Pupils demonstrate the higher levels of Blooms-working things out. They ask" why" and "how" questions.  Students show imagination and curiosity.	Students review their learning carefully, taking stock and drawing on their experiences to plan ways to improve.	Students are interested and enthusiastic about their learning. They enjoy the activities. They apply themselves diligently Behaviour is respectful and responsible. Students are considerate and polite Disruption 'unusual'	Students seek to produce their best work. They stick at tasks and work through difficulties when the going gets tough. They respond well to teacher's management and interventions	Pupils show independence and rise to a challenge. They apply self-help strategies  They take appropriate roles in group work, including leader. Students work productively in teams/group respecting each other's views
Satisfactory	Progress satisfactory i.e. in line with national expectations, including in literacy and other basic skills  Students tackle new learning satisfactorily to meet grade/NC expectations and targets	Students discuss ideas, though some lack imagination or do not grasp cause and effect Pupils respond to questioning, though responses are not extensive/elaborated	With encouragement students talk about their own learning and think about how well they have responded	Students work steadily, engage in tasks and show enthusiasm and interest. Occasional low level disruption, but not endemic. Students respond to teacher's directions	Most students want to work hard to improve and do try. Engagement in the work is maintained with the continuing support of the teacher;	With help, students take a lead and work cooperatively They work together amicably. With support, group work remains on task  They apply self-help strategies
Inadequate	Individuals or groups are making inadequate progress and work below their assessed level; Productivity too low and literacy and numeracy not improving.	Thinking lacks any depth Many lack insight about what is required and may focus on trivia Work lacks originality; some is copied or taken from other sources	Students lack insight about what is required. Review of their own learning is superficial, cursory	Students do not engage with the activities, which is reflected in "off task" behaviour. Teaching fails to excite or enthuse some groups e.g. SEND	Several students fail to work unless closely directed by an adult. They give up easily and take insufficient pride in their work.	Students take little responsibility. Group work drifts. Students depend on constant intervention and do not collaborate well. They lack respect for others

