	What is Good Learning		
	Teacher:	Class:	Observer:
	Date:	Time	Subject:

	Good	Outstanding
Progress Teaching Standards 1.2 and 1.3	Teaching is flexible and responsive to most pupils' learning needs due to teachers matching pupils' individual needs (through appropriately targeted support and intervention).	Differentiation allows almost all pupils to make good progress due to teachers using strategies that match individual needs accurately (through sharply focused and timely support and intervention).
	Most groups of pupils, including disabled pupils, those with special educational needs and those for whom the pupil premium provides support, are achieving well in relation to the learning objective(s)/success criteria.	Almost all pupils, including disabled pupils, those with special educational needs and those for whom the pupil premium provides support are making rapid and sustained progress, in relation to the learning objective(s)/success criteria.
	Progress is regularly reviewed during the lesson with pupils through mini-plenaries e.g. prior to the next stage of the task.	Most pupils independently identify and take their next steps in learning to make rapid and sustained progress.
	Reading, writing, communication and mathematics are taught effectively and teaching consistently deepens pupils' knowledge and understanding, allowing them to develop a range of skills across the curriculum, evidenced in Skills books.	The teaching of reading, writing, communication and mathematics is highly effective across all subjects, often through the effective use of time.
Planning Teaching Standards 1.1 and 1.4	Lesson plans make reference to personalised tasks for different groups of learners eg. SEN, High achievers.	A minority of pupils are involved in planning based on an understanding of their own learning needs.
	Teachers in most subjects use their well developed subject knowledge to plan effectively and set challenging tasks.	Drawing on excellent subject knowledge, teachers plan astutely and set challenging tasks.
	Teachers have high expectations of all pupils including SEN, Low achievers.	Teachers have consistently high expectations of all pupils including SEN, Low achievers.
Teaching Standard 1.3	Teachers plan lessons in reading, writing, communication and mathematics that deepen most pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.	The teaching of reading, writing, communication and mathematics is cohesively planned across the curriculum to enable pupils to learn exceptionally well.
Conditions for Learning Ethos, Attitudes, Learning Environment, Routines and Behaviours Teaching Standards 1.1, 1.7	Displays reflect the learning process, the content and expectations, and pupils use them to support their learning. Learning walls are referred to and used by adults and children.	Displays are interactive and developmental, in that pupils are required to respond and react to them.
	Teaching uses a range of approaches that ensure all pupils take an active part in their learning eg. Visual, auditory and kinaesthetic approaches.	Although skills taught are determined by the teacher, pupils take the leading role in deciding the context/content/choice of resources.
	There is a supportive atmosphere that allows all pupils to make and learn from mistakes. Teaching generally promotes resilience, confidence and independence when tackling challenging activities.	There is an emphasis on shared learning, analysis and discussion within the classroom. Teaching promotes high levels of resilience, confidence and independence when tackling challenging activities.
Prior Learning Teaching Standards 1.5 and 1.6	Most pupils can relate their learning to past and present experiences and can relate this learning to other subjects due to teachers' knowledge and accurate assessment of prior skills and knowledge. The teacher links learning to prior teaching/pupils' experiences.	Almost all pupils understand how the learning relates to key concepts and skills they are developing due to teachers' systematic and accurate assessment of prior skills and knowledge.
Learning Objectives and Success Criteria Teaching Standard 1.1 and 1.6	Most pupils have a clear understanding of what they are trying to learn.	Most pupils are confidently able to discuss their learning using appropriate terminology.
	The teacher explains the learning objectives and success criteria and checks pupils' understanding. These are evidenced in SUGAR strips in books for all pupils.	The teacher provides opportunities for pupils to explore and create the objectives and success criteria.
	Teachers evaluate and refine their own success criteria with most pupils.	Most pupils are involved in designing success criteria and encouraged to self/peer assess according to these.

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Questioning **Teaching Standard 1.6**	Pupils' responses to key questions are used to inform further discussions.	Pupils ask their own questions as well as valuing and listening to each other's comments.
	Teachers listen to, carefully observe and skilfully question pupils during the lesson in order to reshape tasks and explanations to improve learning.	Teachers systematically and effectively check pupils' understanding throughout the lesson anticipating where they may need to intervene and do so with notable impact on the quality of learning.
Working Together, Engagement, Application and Concentration **Teaching Standard 1.2 and 1.4**	In whole class, group or paired discussions most pupils develop their thinking and learn from each other. They are eager to learn and work well.	A minority of pupils are confident to take risks by sharing partially formed thinking or constructively challenging others.
	Teachers and other adults create a positive climate for learning and pupils are interested and engaged.	Teachers and other adults generate high levels of engagement and commitment to learning through the use of well judged and often imaginative teaching strategies.
	Teachers use effective teaching strategies so that pupils learn well in all lessons.	Teachers use well judged and often inspirational teaching strategies so that pupils learn exceptionally well across the curriculum.
Support for Learning **Teaching Standards 1.4**	Most pupils have strategies that enable them to independently access support from a variety of sources. Resources are readily available for all pupils to support their learning.	A minority of pupils are pro-active in taking responsibility for their own learning.
	Extra adults in the classroom are used to lead guided group work and monitor and evaluate pupils' learning to inform future planning. TAs write on teachers' plans during and after the session.	Extra adults are acutely aware of pupils' capabilities, prior learning and understanding, and they plan very effectively to build on these.
	Appropriately targeted support and interventions are matched well to most pupils' individual needs so that pupils learn well in lessons. Pupils are given same day interventions to tackle misconceptions and move learning on. Teachers and TAs intervene in lessons to support children.	Sharply focussed and timely support and interventions match individual needs accurately so that pupils learn exceptionally well across the curriculum.
Feedback **Teaching Standards 1.6**	Teachers regularly listen astutely to, carefully observe and skilfully question groups of pupils and individuals during lessons in order to reshape tasks and give explanations to improve learning.	Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene, and doing so with notable impact on the quality of learning.
	Teachers assess pupils' progress regularly and accurately and discuss assessments with them so that all pupils know how well they have done and know what they need to do to improve.	Marking and constructive feedback from teachers and pupils are frequently of a consistently high quality ensuring that pupils make rapid gains.
	Insights gained from day-to-day strategies inform planning and teaching within an activity or lesson.	There is planned time for teachers and peers to review progress against success criteria and provide oral feedback to pupils, who then act upon it.
Targets **Teaching Standards 1.1**	All pupils are supported to understand the steps towards the curricular target through teacher feedback, both oral and written.	Almost all pupils are able to articulate their success against their curricular targets and their next steps.
	Teachers and pupils review progress against targets.	Teachers and pupils use evidence to evaluate progress together and to define the next steps.
Homework **Teaching Standard 1.4**	Appropriate homework that matches well to most pupils' individual needs is regularly set.	Appropriate homework that matches individual needs accurately is regularly set

Learning is likely to be inadequate where any of the following apply:

- As a result of poor teaching, pupils or groups of pupils currently in the school are making inadequate progress.
- Teachers do not have sufficiently high expectations and teaching over time fails to excite, enthuse, engage or
- motivate particular groups of pupils, including those with special educational needs and/or disabilities.
- Pupils cannot communicate, read, write or use mathematics as well as they should.
- Learning activities are not sufficiently well matched to the needs of pupils so that they make inadequate progress

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Quality of T&L graded:	
Areas of strength	Areas for consideration/ further development to feed into targets
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