

**1**

- What points did you consider when planning for this lesson? Is ABC method being used?
- Where does this lesson fit within a series of lessons? How is the curriculum ambitious for all learners?
- How did you use the scheme of learning to support the decisions around how to achieve progress?
- What points will you take to add to the scheme of learning? Why?
- How is progress shown in these students learning? Is it? How effective has this been?
- Are there a number of opportunities for students to demonstrate to themselves their own progress?
- How are opportunities for assessing whole class understanding being gathered?
- How are students being guided to accurately reflect and understand what to do to improve?
- How are the wider links of this lesson amongst the programme of study being made clear?
- What evidence is there that most students are making at least good progress? Whose making the most? How?

**2**

- Give examples of where challenge was seen
- Beyond the knowledge content, how was learning made challenging but achievable?
- What points did you consider when planning for this group to ensure students learn in the 'goldilocks' zone? (not too difficult not too easy—just right!)
- How are additional challenge tasks made truly challenging and not just more of the same?
- How have you used flip learning in lessons? How effective was? Is this used to accelerate learning to higher levels?
- How have you ensured that the pitch is aimed at the top of the class?
- Where are there opportunities for students to go 'off-piste' onto something more challenging if they can demonstrate appropriate knowledge?
- Would you consider higher order thinking the norm?
- Where are underperforming groups identified in this group and what successfully strategies being used?
- How are resilience, confidence and independence planned for?

**3**

- How was questioning planned to support learning?
- How did questioning develop and extend learning?
- Was questioning used to probe curiosity in content?
- Did questioning involve all students in the class?
- How did the level and complexity of questioning scale and develop?
- Would you consider there are a suitable mix of open/closed questions? —give examples
- How are answers built on A/B/C style? - give examples
- Consider whether questions are regularly planned? What different types and purposes are there for questions?
- How would you assess the use of questioning to reshape tasks and extend learning?
- How is questioning being used to stretch and challenge the more able? Give examples

**4**

- Further explain how teaching to the top can be seen here
- Are all students being genuinely challenged?
- How are student misconceptions being picked up and addressed?
- What about students who can demonstrate skills/content knowledge early? What next for them? Why?
- How is support signposted in such a way that it helps but allows for students to independently 'struggle' first?
- Are you able to indicate how tasks are genuinely pushing learning and understanding in the 'goldilocks zone' of learning?
- Are students engaged through the appropriate level of differentiation/support in the lesson?
- Consider: Is there evidence of subtle and sophisticated methods used to ensure students surpass target levels?
- How has cultural capital been considered when designing this and other lessons?

5

- What would students say the purpose of the lesson is? How do they know?
- Can students, when asked, explain why they are doing something? Is it clear and shared?
- What is the student involvement in choice/planning/process within the lesson?
- Is there a range of delivery evident with group work used effectively and independent work productive?
- Is there variety evident in the book? What types of activities are favoured/why? Suggestions?
- Would you say that the lesson is engaging for all?
- Are there opportunities for students to succeed? When? How? Why? Where is it seen? What if...?
- How have you catered for reluctant boys when planning and delivering this lesson?
- How do the lessons promote creative and deeper thought?
- How is the lesson made relevant? Eg. links to industry
- How is the teacher's good knowledge shared effectively?

6

- Can students indicate current grade/target grade and how they personally can improve? Evidence?
- In general, what does this class need more support with, how do you know and what you doing to help?
- How do students know how they are progressing?
- Is the feedback seen sustainable? Is it regular? Does it support the aim of feedback at Kingsmead: 'to address misconceptions.'
- How does assessment shape this and future lessons?
- Indicate how feedback is being used by students to progress their learning eg. reflections on pink responses.
- How are the data sheets used practically in feedback, planning and lessons
- How have assessment checks been used to shape lessons and make adaptations to delivery and activities?
- How are students involved in the feedback/assessment process? Why? SA/PA?
- Explain what level of personalisation has been provided?
- Is verbal feedback common in the lesson?

7

- Discuss the classroom routines? How do these support learning? Is positive reinforcement used?
- Would you say lessons proceed without interruptions? What interruptions are an issue? Are they solved? Is there an absence of talking over the teacher?
- Are all students made to think for themselves?
- Indicate how the learning environment has been adapted
- Is this lesson typical of normal lessons? Why? How?
- How is the subject matter shared clearly allowing for appropriate discussion and systematic checks?
- How do ensure that this is a good learning environment?
- Are learners being helped to remember content and skills over a long term?
- How are expectations maintained high? Give examples. Consider British values.
- How does the curriculum allow a learner's broader development? Consider safeguarding.
- How is classroom management avoiding low level incidences? How is apathy challenged? Is this effective?

8

- How have you been able to develop communication skills for this class?
- Indicate how communication skills are an observable part of the lesson
- What currently presents as a barrier for these students in terms of communication and what are you doing to support this?
- Recount how key subject linked literacy is used throughout lessons. Is this being effectively adopted by students? How do you know?
- How are you ensuring increased writing stamina and improvements in SPAG for these students?
- How are all students encouraged to develop their writing to their target level during lessons? What strategies and activities ensure this?
- Where have you recently planned for improved communication skills?
- How are skills being developed alongside content?
- How is a passion and confidence for reading promoted?

If...	Have you tried?
...the lesson is slow paced	Timing instructions / transition between activities / VAK / 5 minute 'checks' where learning is 'at' by the member of staff recording it with a timer?
...students are not trying hard enough	Set task and step back and observe directing from a distance / managing by moving about / setting challenges / praise by proximity those that are / catch them doing something good / private praise / opportunity to shine by sharing a question in advance and then asking in whole class situation
...the pitch is not wholly challenging	Get into the goldilocks zone with low stake testing to find where this is / remind of teaching to the top with support / provide less support and get students to think around the problem first / set lesson around problems / introduce questions and exam scenarios early / get students to reapply understanding again / are learning choices (differentiation) made primarily by the student or 'directed' by the teacher to challenge ALL?
...the lesson is mainly teacher led	Team planning / look at what students should do not the teacher, consider the teacher timing their whole class direction / look at how use group work / try non-observation with a discussion before and after the lesson without an observer—look at self reflection—did it work? Why? / Is there a need to control potentially for class management reasons? / Could more risks be made with some classes to start with?
...the grades do not match teaching seen	Is planning happening for a sequence of lessons with core skills repeated rather than one of lesson / is planning really following the ABC style of planning / consider impact? / consider AFL more regularly whole class / are questions planned? / Break down of what the test requires and then give prep before the test after students have shown what they know / is planning centred too much on content and not skills?
...feedback is patchy	Plan marking episodes so that they are purposeful and before assessments / have a chart showing when last marked / use live marking with conversations with students to complete WWW/EBI / use the pink review sheet time to complete a live mark at the same time / discuss whether they are doing deep marks each time—a think pink is a scan and a mark and takes a lot less time / do you get students to stick in stickers and mark some of the work?
...students are not fully engaged	What is the purpose of the lesson? / Where is the more 'dry' work? / How can this be made more relevant? / Are the students 'thinking for themselves' or being passengers/talked to? / Are there opportunities for students to succeed? / Are answers just given and/or responses challenged or just accepted? Are students given opportunity to talk and share ideas? / Is there context?
...the timing seems off	Identify a specific part of the lesson to focus on eg. start/end. / Consider why timing fluctuates? / Consider time estimations and plan differently. / Consider pair observations of others and how they handle this section of the learning.
...pupil premium/disadvantaged progress low	Consider where they are sat in terms of teacher interaction. / Consider preferential questions in class discussion—pre-empt students in some occasions to avoid the lack of choice or feeling 'picked on.' / Consider cultural capital and where assumptions are made about previous experiences or learning. / How can this be avoided or students supported in these situations?
...learning support assistant available	Are discussions happening beforehand/during lessons? / How could the LSA be used? / Discuss with the LSA. / Where is it working? / Are the students getting teacher time too?
...the lesson is the same for all learners	Are there regular check points? / Is the learning in the 'goldilocks zone' or is it too much in the middle? / Is the pitch high? / How can it be made as high as possible? / Support from teaching to the top rather than unnecessary differentiation through work sheets, / Consider differentiation by support/t teacher interaction?