**QI 2.3 Learning, Teaching and Assessment Quality Assurance**

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

*This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements.*

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| **How well are you doing?**  **What’s working well for your learners?** | **How do you know?**  **What evidence do you have of positive impact on learners?** | **What are you going to do now?**  **What are your improvement priorities in this area?** | **How would you evaluate this QI using the HGIOS?4/HGIOELC? Six‑point scale?** |

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| QI 2.3 Learning, teaching and assessment  Theme 1 Learning and engagement | | |
| Is the learning environment built on positive, nurturing and challenging relationships? | LW | Date |
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| Does the learning environment support the sharing and recognition of children’s achievements? | LW | Date |
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| How well matched is learning to the needs and interests of children?   * What do we mean by ‘matching learning to needs and interests? * What evidence will we see to evaluate this? | LW | Date |
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| Do teachers fully demonstrate links with previous learning across the curriculum? | Planning | Date |
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| Do teachers link learning to real-life situations? | Planning | Date |
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| Do children realise their achievements help them to develop skills and knowledge for life, learning and work? | LW | Date |
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| Are children engaged in their learning and motivated? | LW | Date |
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| How well is learning appropriately challenging and well matched to children’s needs?  Are they motivated? Are they passive learners?   * What does challenge look like? * How can we provide challenge for individuals? * Can learners take risks? Do they? * Is making mistakes part of the learning? * Does the task enable learners to explore / investigate? * Are learners asked to explain their ideas, processes or information? | LW | Date |
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| Do learners have opportunities to exercise personalisation and choice, including the use of ICT? | Planning | Date |
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| To what extent do children have opportunities to lead their learning and take on leadership roles? | Planning | Date |
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| How well do children add to the life of school through planned activities? | Tracking | Date |
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| How well are children encouraged to become independent learners and develop the 4 capacities? | Planning | Date |
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| How well matched is learning to the needs and interests of children.  Do staff understand how children in the class learn?  Are children working at a brisk pace? Is it challenging, are they having to think about things? | LW | Date |
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| QI 2.3 Learning, teaching and assessment  Theme 2 Quality of teaching | | |
| How effective are the use of learning intentions and success criteria? (High quality?)  Do learners refer to them? Do teachers link back to them during lessons? How consistent is this across the school? | LW | Date |
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| How effective and consistent are explanations? | LW | Date |
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| Are there high expectations? | Jotters | Date |
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| Are skills being taught mentioned and / or understood by learners? | LW | Date |
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| How good is the quality of teaching? Is it consistent? | LW | Date |
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| Is teaching teacher led? Is it over-reliant on ‘Commercial schemes’? | Planning | Date |
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| Observation of Teaching  How much time is spent actively teaching?  How much learning is delivered personally to individuals?  Do teachers tackle difficult concepts in small steps, elaborate, enhance and exemplify | LW | Date |
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| How well is learning enriched by digital technology?  How effectively is digital technology used by children to support and enhance their learning?   * How well do you use digital technology to encourage learners to collaborate and take more responsibility for their own learning? * To what extent is digital learning to nurture individual talent, independence, self-worth and confidence? * Is digital learning encouraging learners to use their imagination and promoting creativity? * How well is digital learning developing enquiry and communication, skills and creating appropriate contexts for critical thinking, decision making and problem-solving activities? * What is the understanding of digital learning in the school? | Planning | Date |
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| Are lessons differentiated and sufficiently challenging? Appropriate pace? | LW | Date |
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| Does learning focus on prior learning and curriculum progressions | Planning | Date |
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| How effective is questioning and the use of higher order thinking skills in extending learning?   * How do explanations make new learning meaningful to children? * Do teachers present material actively in a structured way? * Are answers listened to actively and used to enhance learning? * How often are appropriate open questions asked? * Are children giving considered answers from their point of view? * Do children get time to think and reflect before responding? Is this an expectation? * Do children’s answers lead to further questioning and dialogue which follow coherent lines of enquiry? | LW | Date |
| SE | SLT |
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| Are plenary sessions effective?  Do teachers leave sufficient time for children to make sense of their learning?  Do staff give pupils time to think about what they have learned? | LW | Date |
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| Is feedback used to identify success, inform and support next steps in learning?   * How do you use feedback effectively to inform and support progress in learning? * Is there a consistent language of learning used for feedback? Do children understand it? Does it come from the pupils? * Are children looking for feedback? * Do you see children engaging in discussion about their learning and approaches they might use? * Is there a consistent language of learning used for feedback? * Are children looking for feedback? * Do learners provide effective feedback? * Do you see children engaging in discussion about their learning and approaches they might use? | Jotters | Date |
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| How consistent are formative assessment strategies? | LW | Date |
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| Are children involved in self-assessment? | Jotters | Date |
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| How well do staff engage in and promote higher order thinking through questioning?   * Do staff encourage listening and responding to questions? * Are answers listened to actively and used to enhance learning? * How often are appropriate open questions asked? * Are children giving considered answers from their point of view? * Do children get time to think and reflect before responding? Is this an expectation? * Do children’s answers lead to further questioning and dialogue which follow coherent lines of enquiry? | LW | Date |
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| Do staff access and apply relevant findings from educational research to improve learning and teaching? EEF, Hub, Tapestry etc.? | Tracking | Date |
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| QI 2.3 Learning, teaching and assessment  Theme 3 Effective use of assessment | | |
| Which assessment approaches are being used across the school? | Planning | Date |
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| How well are staff using assessment to plan for the needs of individuals? | Planning | Date |
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| Is assessment integral to learning and teaching and is it planned? | Planning | Date |
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| How reliable and valid is evidence from assessments? | Jotters | Date |
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| How well is assessment recorded, analysed and used to support learners to attain and achieve? | Planning | Date |
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| How well have expectations and standards in achieving a level been shared / understood? | LW | Date |
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| How well are benchmarks used for assessment? | Planning | Date |
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| What does moderation look like across the school and how is it being used to support shared expectations of standards to be achieved? | Tracking | Date |
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| How consistent is the planning of relevant and appropriately challenging learning for all learners? | Planning | Date |
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| QI 2.3 Learning, teaching and assessment  Theme 4 Planning, tracking and monitoring | | |
| How well are Es and Os used for planning? | Planning | Date |
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| Are literacy and numeracy skills and knowledge planned across the curriculum? | Planning | Date |
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| Are IDL activities planned to take account of the local context and uniqueness of the school? (relevance) | Planning | Date |
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| Does curriculum planning provide appropriate planning and progression within and across levels? | Planning | Date |
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| To what extent are learners involved in planning learning? | LW | Date |
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| What does monitoring look like across the school? | Tracking | Date |
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| How well do monitoring processes provide information on learners’ attainment across all curriculum areas?  (Literacy and numeracy only?) | Tracking | Date |
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| What does tracking look like across the school? | Tracking | Date |
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| How well does tracking provide information on pupils facing challenges, LAC pupils, young carers and those living in financial hardship? | Tracking | Date |
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| Have well is data being monitored and tracked to evaluate the effectiveness of planned interventions for learners benefitting from Pupil Equity Funding? | Tracking | Date |
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| How well do teachers use their skills in data analysis to focus on improvement? | Tracking | Date |
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Comments/Next Steps:

Teacher Comment:

Teacher Comment:

**SLT Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**