Peer Observations

*Please record the observations of your visit below*

*Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_*

***Class Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Focus Area: Writing***

*With reference to 2.3 “Learning, Teaching and Assessment” and the features of highly effective practice (at the end of this proforma); identify three challenge questions that will be a focus for the peer dialogue following the visit.*

***Key Questions (all groups)***

***What are the children learning and how do you know?***

***What skills are the children developing/ learning?***

***How well are we enabling the children to lead the learning?***

***3 Additional Challenge Questions***

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| --- |
| *1.* |
| *Observations* |

|  |
| --- |
| *2.* |
| *Observations* |

|  |
| --- |
| *3.* |
| *Observations* |

*With reference to the challenge questions, please identify some key pupil questions to ask during/after the lesson. E.g. How were you challenged in the lesson?*

*Theme 2 of How Good is OUR School may be used to support this:* [How good is OUR school? Part 2 (education.gov.scot)](https://education.gov.scot/improvement/Documents/HGIOURS-Part2.pdf)

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| *Pupil Responses:* |

***Peer Reflection Outcomes***

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| *What will you do as a result of this peer visit, how will it impact on your practice?* |

Features of highly-effective practice:

* The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.
* Learners’ achievements in and out of school are recorded and recognised. They understand how these achievements help them develop knowledge and skills for life, learning and work.
* Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning.
* Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.
* Learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve.
* Staff access and apply relevant findings from educational research to improve learning and teaching.
* Planning is proportionate and manageable and clearly identifies what is to be learned and assessed.
* Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning.
* A quality body of evidence is used to support assessment judgements and decisions about next steps.
* Processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching.
* Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after.
* All teachers have well-developed skills of data analysis which are focused on improvement.

Challenge questions:

* How well are learners enabled to select and make use of high-quality resources and equipment

including digital technologies?

* How well do we use our community and spaces to deliver high-quality outdoor learning?
* How well do we motivate and engage all learners in all aspects of school life?
* How well are we enabling learners to become independent learners and develop the four capacities?
* How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?
* How well do we communicate the purpose of learning and give effective explanations for all learners?
* How well do our questioning strategies enhance the learners’ experience and enable higher-order thinking skills?
* How well do we deploy a wide variety of innovative and creative resources and teaching approaches, including digital technologies?
* How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching?
* How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people’s learning?
* How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups?
* How effectively do we involve learners and parents in planning and evaluating learning?
* How well do we enable all children and young people to engage in self- and peer-assessment to improve their learning? How do we know this benefits learning?