**Quality Assurance of Teaching and Learning & Professional Skills and Abilities**

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| Teacher: | | | | | Observer: | | | Date/Period: | | |
| Areas Observed:  Learning Walks, Tracking Meetings, Jotter Sampling, Pupil Voice, SHANARRI Meetings, ASL Meetings | | | | | | | | | | |
| Key Focus Codes | | | | | | | | | | |
| SFR | 3.1.1 | | 3.1.2 | 3.1.3 | | | 3.1.4 | 3.2.1 | 3.2.2 | 3.3.1 |
| Higios | | 2.3 | 2.4 | 2.5 | | | 2.6 | 3.1 | 3.2 | 3.3 |
|  | | | | | | | | | | |
| **Teaching and Learning** 3.1 & 2.3   * Lesson content/aims and objectives are shared with pupils * Explanations/instructions are clear and build on previous learning * A range of teaching styles, approaches are used * Use of directive interactive teaching with groups and individuals * Skilful questioning * Evidence of high expectations * Pupils are actively involved with responsibility for aspects of learning and relationships with others, including planning and evaluating learning * Tasks/activities are differentiated to match pupil needs * Pupils grouped appropriately to support differentiation * Appropriate resources selected/used * Appropriate support/challenge – following sound judgments * Work co-operatively with support staff * Appropriate level of pace * Teacher sustains pupil motivation and attention * Learners are effective contributors, working independently and co-operatively * Teachers make full and effective use of ICT * Teachers value, encourage and build upon pupils’ responses and use feedback effectively to promote learning * Evidence of rounding off/recapping/opportunities for reflection * Effective class routines – signalling transfer between activities of further tasks * Insistence of high standards of presentation of work * Record achievements in and out of school | | | | | | **Observer Notes:** | | | | |
| Class Organisation and Management 3.2 & 2.3 (inc H&S 2.1)   * Stimulated environment for learning - pupil enjoy learning * Teacher organises and manages the class and resources to achieve safe, orderly and purposeful activity * Configuration of furniture and group areas match agreed rationale * Teacher manages pupil behaviour and classroom incidents fairly, sensitively and consistently in line with school positive behaviour policy * There is a bright, stimulating learning environment * There is an effective display of pupils’ work – clear evidence of current learning taking place in class * Resources are organised and accessible to all pupils * Teacher interaction and presence * Teacher is approachable and walks the class to spot pupils needing help * Due attention to appropriate clothing for activities * Appropriate use of equipment | | | | | | Observer Notes: | | | | |
| Learners’ Experiences/Pupil Opportunities 3.1/3.2/3.3 & 2.3/2.4/3.3   * Pupils are actively involved and show increasing skills as learners * Child access library, outdoor learning and ICT resource * Pupils are aware of their progress and strengths from high quality feedback * Pupils are able to enter into dialogue – engaging in 5 critical questions * Pupils are treated with equality, fairness and respect * Pupils, including vulnerable pupils, make very good progress from prior levels of attainment and achieve widely * Pupils feel safe, nurtured, healthy, achieving, active, included, respected and responsible * Visual timetable is evident for pupils * Pupils have choice in learning * Pupils experience cooperative and collaborative work | | | | | | Observer Notes: | | | | |
| Meeting Learners’ Needs/Assessment 3.3 & 2.4/3.1   * Account is taken of pupils prior attainment and abilities * Tasks/activities match pupils’ needs and the pace of learning is appropriate * Teacher communicates with pupils on targets, individual progress and attainment * Form 4s, are regularly evaluated with learning needs identified, reviewed and evaluated * Additional support needs are promptly identified and addressed – school procedures are followed e.g. dyslexia pathway * Learning and teaching approaches provide appropriate support and challenge for all pupils * Learning support staff, visiting teachers and classroom assistants provide well-judged/quality support * Teachers provide written and oral feedback effectively and regularly * Praise is used effectively and regular | | | | | | Observer Notes: | | | | |
| Ethos & Equal Opportunities 2.1/2.2/3.1   * Pupils feel safe, nurtured, healthy, achieving, active, included, respected and responsible * Pupils are treated with equality, fairness and respect * Teacher-pupil and pupil-pupil relationships are good * Teacher in in control * Teacher is approachable and walks the class to spot pupils needing help * Sensitivity to pupils’ social needs | | | | | | Observer Notes: | | | | |