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

|  |  |  |
| --- | --- | --- |
| 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: |