

HOW GOOD IS OUR LESSON?

GRADE	HGIOL	DESCRIPTION
6 excellent	outstanding or sector leading	• Learning Intention achieved by all pupils • Pupils are actively involved, engaged and focused at all times • Pace of lesson is excellent • A variety of learning and teaching methodologies in use • Pupils learning shows progression
5 very good	major strengths	• Learning Intention achieved by most pupils • Most pupils are actively involved, engaged, focused most of the time • Pace of lesson is good • A variety of learning and teaching methodologies in use • Pupils learning shows progression
4 good	important strengths with areas for improvements	• Learning Intention achieved by a majority of pupils • A majority of pupils are engaged and focused for the majority of time • Pace of lesson is decent • Some learning and teaching methodologies in use • Pupils learning shows some progression
3 adequate	strengths just outweigh weaknesses	• Learning Intention only achieved by some pupils • Only some of the pupils are engaged, focused for some of time • Lesson lacks real pace • Little variation of learning and teaching methodologies in use • Little progression in pupil learning
2/1 Weak/unsatisfactory	Important/major weaknesses	• Learning Intention not achieved by any pupils • Pupils were passive in the lesson at all times • No pace in the lesson • No variety in learning and teaching methodologies • No obvious progression in pupil learning

PUPIL ENGAGEMENT LEVELS (HGIOS/LEUVEN SCALES)

6 EXTREMELY HIGH	Classroom activities are outstanding or sector leading	- Pupils are involved in continuous and intense activity - Pupils display high levels of concentration - Pupils are both creative and energetic - This is persistent throughout the lesson - Pupils learning shows major progression	
5 HIGH	Classroom activities display major strengths	- Continuous activity with intense moments - Pupils are involved with their learning at all times - Pupils are not easily distracted from activities - Pupils learning shows progression	
4 MODERATE	Classroom activities display strengths with areas for improvements	- Mainly continuous activity - Pupils will be busy with the activity but this may be at a routine level - There are few signs of real involvement - Pupils show some energy but can be easily distracted - Pupils learning shows some progression	
3 LOW	Classroom activities display some strengths but many weaknesses	- Activity is frequently interrupted - Pupils may be engaged for some time but there will be frequent moments of inactivity - Pupils will be easily distracted by what is going on around them - Little progression in pupil learning	
2/1 EXTREMELY LOW	Classroom activities display major weaknesses	- Activity is simple and repetitive - Pupils seems absent and displays no energy - Pupils may stare into space or look around to see what others are doing - Disruption is likely - No obvious progression in pupil learning	

Learner Self-Evaluation

Theme 2 – Learning and Teaching

How well is everyone in your school supported to learn and achieve. How effective is the Learning and Teaching you receive, how good are the resources in your classrooms and is there a wide range of learning opportunities in your lessons across the curriculum.

Some things to consider

- Are lessons focused on developing your skills across the curriculum – including Literacy, Numeracy, H&WB
- Are you encouraged to take responsibility for moving your learning forward? Do you get to make choices about your learning aims?
- Are lessons challenging and varied?
- Are the resources you use in lessons available and of good condition? Do your teachers encourage the use of digital resources?
- Do you engage in learner conversations with your teachers? Do you know where you are on your personal learning journey?
- Do teachers give you effective feedback which helps you to move forward with your next learning steps?
- Do teachers use a variety of different learning methodologies and techniques?

Learning and Teaching Health Check

Ask pupils within your context about their experiences of Learning and Teaching. This will help to build a clear picture of where your learners feel they are in their learning and what can be done to improve their learner experience in classes. This document can also be used to gather practitioner perceptions of their own learning and teaching.

Answer the following questions reflecting on the lessons you have experienced this past week and in as much depth as possible.

- Have you been able to learn in ways that suit your needs or are you expected to do the same things the same way as everyone else?
- How does our school make sure you have regular opportunities to choose how and what you learn? Do staff take account of your views when planning learning and teaching?
- How helpful is the written and/or oral feedback you get from your teachers?
- In our school do we all have the resources and equipment you need to learn?
- How easy is it for you to know the progress you are making in school and be able to share this with your parents/carers?
- To what extent do you use digital technology to support your learning? Could this be improved?
- How well are you able to describe the skills you are developing through your learning?
- What have you enjoyed in classes this week – give some reasons for this
- Have teachers shared Learning Intentions and Success Criteria with you this week
 - a) All of the time
 - b) Some of the time
 - c) Not at all
- Have you experienced any of the following in classes this week
 - a) Literacy, Numeracy, H&WB skills
 - b) Active Learning Techniques – Group work etc
 - c) Learning conversations with your teachers including effective feedback which helps you to make progress
 - d) Variety of Home Learning opportunities