

Lesson Observation – Ofsted Key Indicators

	Inadequate	Satisfactory	Good	Outstanding	
Environmental Habits	Positive, purposeful atmosphere	The children need regular reminders to keep on-task, some do not keep on-task, despite reminders	With regular reminders, the children work purposefully and productively	Children only need occasional reminders regarding staying on-task	A very positive, purposeful atmosphere pervades all aspects of learning and behaviour within the class
	Planning in place and available	Planning for the lesson is not available	Teachers planning folder is present and a suitable lesson plan is in place	Planning for the lesson is precise and is clearly adapted to the needs of the children, adjustments, based on previous learning are clear, previous plans are annotated, including references to assessment	All planning is thorough and detailed, subject and cross-curricular links are clear, assessment opportunities are identified and annotated accordingly, links to ILL, ICT, homework ensure integrated approach through lesson
	Key vocabulary displayed and used	Key vocabulary is not displayed	There is evidence of lists or groups of key vocabulary in the classroom that children can, if they choose, make use of	The key vocabulary on display in the room is referred to and used by the teacher, LSA's and children in the course of their work	The use of key vocabulary forms a key component in the teaching and learning of the children, routines are evident and the vocabulary is impacting on the learning
	Well-prepared resources in place	Elements of resources are not prepared sufficiently in advance	All resources are prepared ready for the beginning of the lesson	All resources are well-prepared and routines are in place for them to be effectively distributed through the course of the lesson	Full range of classroom resources and specific lesson resources are effectively prepared, available and distributed, routines lead to minimal disruption
	Effective use of display	Displays, where present, do not reflect or impact on the work being carried out in the class	A mixture of displays are used in the class, some with examples of children's work	A wide range of different displays include children's work, work in progress and items to stimulate interest	A wide range of well-thought out, high quality, stimulating displays are used to support the work in class, there are examples of 2D work, interactive displays, examples of best work
	LSAs effectively deployed	LSAs have little or no impact on learning	LSAs work alongside groups of children or individuals to ensure they are on task	LSAs are deployed strategically by the class teacher and work effectively to support groups of children and individuals	LSAs are deployed strategically, engage actively with the groups or individuals they are working with and ensure above average progress for those they work with
	ICT used effectively, where appropriate	ICT is not used where it could have been used to enhance the learning	ICT is used, principally by the class teacher	ICT is used by both the teacher and the children to enhance the learning	ICT is used in interesting ways to add significantly to the learning
Learning Habits	Learning Objectives	Learning Objectives are not shared or do not accurately reflect the teacher's intention	Appropriate Learning Objectives are shared at the beginning of the lesson and reviewed at the end	A clear routine for sharing Learning Objectives is present, Learning Objectives are referred to through the lesson and they form the basis of the Plenary, Learning Objectives are distinguished from content	The Learning Objectives permeate all aspects of the lesson, effective routine for sharing, reflecting and assessing the Learning Objectives are in place
	Quality examples of work	Examples of successful work are not used	At least one example of a completed piece of work is referred to in the introduction to the task	Two pieces of work are compared and used to help develop the Success Criteria	Carefully chosen pieces of work, one of which that demonstrates high achievement, are used to stimulate and exemplify Success
	Success Criteria	Success Criteria are not shared, and children are not given clear indications of what constitutes success	Success Criteria have been prepared beforehand and are shared, Success Criteria are mentioned during lesson as a general guide	Clear Success Criteria are both planned and then developed before task commences, examples of success are shared through lesson and are used in Plenary	Children are actively involved in developing effective Success Criteria before task commences, Success Criteria are referred to throughout whole lesson and used for group/self-evaluation
	Recall of previous learning	References to previous learning are not made	Previous learning is referred to in the introduction, but only incidentally built upon	Clear links are drawn between previous learning and how the lesson builds on this	There is a shared and understood link between previous learning and the lesson, preparation is made to link learning to next lesson
	Differentiation	Tasks are not clearly differentiated	Task is differentiated principally by outcome or expected quantity of work	Tasks are carefully designed to meet the learning needs of all three main groups of learners (Core, Support, Extension), including some provision for SEN and GAT	Tasks are carefully designed, chosen and adapted to meet the full range of learners needs, a range of effective strategies is employed
	Effective plenary	The Plenary, if present, refers only to what has been done and does not provide an opportunity to reflect on the learning	The lesson ends with a summary, reference is made to the Learning Objectives and Success Criteria	The Plenary effectively summarises the Learning Objectives and Success Criteria are shared, children are actively involved, including group/self-evaluation	Building on 'mini-plenaries' through the lesson, the Learning Objectives are extended, children articulate and communicate their learning, wider implications and links are clarified, links made to future learning
	Success celebrated	Success is only celebrated in general terms, without specific links to learning	Success is recognised and praised, some links to Learning Objectives and Success Criteria	Learning Objectives and Success Criteria form the basis for praise, reasons for success are articulated and explained	Evident culture of success being celebrated based on specific aspects of Learning Objectives and Success Criteria, children know that their success will be recognised and celebrated
	Cross-curricular links identified and promoted	Reference is not made to cross-curricular links	Examples of links to other subject areas are referred to	Reference is made to how the lesson links to other lessons and subjects	Specific links are made to how skills, knowledge and understanding can and will be used in other areas
	Pupils make good progress	Some children do not make progress	All children make some progress in their learning, but not all make as much progress as planned	All children make progress against their previous learning and most fully meet or exceed the expectations of the lesson	All children engage fully with the learning and demonstrate that good progress has been made in their learning

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CH Cherryholmes



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