

Staff observed:	Observer:	Time/Duration:	Date:	Year Group:
Relevant previous feedback/TIP				
<b>St Mary's Four Key Principles (Highlight if seen)</b>				
<p><b>Progressive: TS1, TS2, TS3, TS4</b></p> <ol style="list-style-type: none"> <li>Learning is purposeful, challenging and appropriately differentiated to match individual needs and overcome barriers to learning.</li> <li>Expectations are high (e.g. striving for the best, being curious, taking risks, application of prior knowledge)</li> <li>Lessons are pitched correctly: content progressively demands more of pupils.</li> <li>The pace of the lesson is suitable for the intended learning.</li> <li>Staff knowledge of curriculum and child development is secure; this enables <i>all</i> pupils to succeed (i.e. SEND, PP, EAL).</li> </ol>	<p><b>Creative: TS3, TS4</b></p> <ol style="list-style-type: none"> <li>Creative teaching provokes interest and promotes curiosity.</li> <li>Pupils' contributions and original thoughts are encouraged and valued</li> <li>Teaching promotes enquiry; pupils are encouraged to make links and think deeply.</li> <li>Enabling, language-rich environments support and enrich learning.</li> </ol>	<p><b>Reflective: TS2, TS5, TS6, TS8</b></p> <ol style="list-style-type: none"> <li>Staff have secure working knowledge of all individuals' needs, achievements &amp; next steps; learning builds on this.</li> <li>Assessment is systematic, timely and accurate. Staff use these to monitor pupils' progress and promote future learning by:                             <ul style="list-style-type: none"> <li>addressing misconceptions</li> <li>giving specific, focussed &amp; regular feedback focussing on improving knowledge, understanding and/or skills.</li> <li>adapting lessons where necessary</li> </ul> </li> <li>Staff have acted upon DPE/feedback/TIPS; this impacts positively on pupils' learning.</li> </ol>	<p><b>Communicative: TS7, TS1, TS4, TS8</b></p> <ol style="list-style-type: none"> <li>Communication and understanding are facilitated through:                             <ul style="list-style-type: none"> <li>opportunities for respectful collaboration</li> <li>encouragement to verbalise thinking/needs</li> <li>direct teaching of vocabulary</li> <li>language rich environment</li> </ul> </li> <li>Staff modelling is clear: it supports and scaffolds learning.</li> <li>Teachers' questioning is targeted and promotes critical thinking.</li> <li>Relationships are built upon mutual respect; staff have a calm, authoritative and positive approach.</li> <li>Routines and boundaries are well established and support learning.</li> <li>Adults are effectively deployed and impact positively on learning.</li> </ol>	
<p><b>As a result, <u>all</u> pupils make at least good progress from their starting points and/or achieve their full potential in the lesson, evidenced by:</b></p> <ul style="list-style-type: none"> <li>successful completion of appropriate learning tasks for their age/stage/ability.</li> </ul>	<p><b>As a result, <u>all</u> pupils demonstrate high levels of engagement by:</b></p> <ul style="list-style-type: none"> <li>making personal contributions</li> <li>asking pertinent questions</li> <li>making links with prior or wider learning</li> </ul>	<p><b>As a result, <u>all</u> pupils have a keen and conscientious approach to learning; they:</b></p> <ul style="list-style-type: none"> <li>use feedback effectively,</li> <li>know what they need to do to improve and capitalise on opportunities to do so.</li> </ul>	<p><b>As a result, <u>all</u> pupils understand the expectations of the lesson and respond well to these by:</b></p> <ul style="list-style-type: none"> <li>communicating with others respectfully,</li> <li>displaying exemplary, or in limited circumstances, swiftly corrected behaviour,</li> <li>articulating learning precisely.</li> </ul>	
<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>	<p><b>Evidence:</b></p>	

# St Mary Magdalene C of E Primary School

Headteacher: Miss S Robinson

Deputy Headteacher: Mrs S Pearson



## Key Strengths

- ✓
- ✓
- ✓

## Next Step



### Suggested DPE to support next step *(highlight/insert details as appropriate)*

Progressive	Creative	Reflective	Communicative
<p><b>Books:</b></p> <ul style="list-style-type: none"> <li>• <b>WALKTHRUs - Curriculum Planning:</b> create a coherent, well-sequenced knowledge-rich curriculum</li> <li>• <b>WALKTHRUs - Practice and Retrieval:</b> building secure long-term memory and fluency</li> <li>• <b>Talk Less Teaching</b> - Embedding understanding without over-using teacher talk</li> <li>• <b>Talk Less Teaching</b> - Undeniable progress: practice that eliminates passengers</li> <li>• <b>Talk Less Teaching</b> - Progress orientated feedback in the classroom</li> <li>• <b>Teach like a Champion:</b> Chapter 3, Setting High Expectations</li> <li>• <b>Teach like a Champion:</b> Chapter 4, Plan for Success</li> <li>• <b>Teach like a Champion:</b> Chapter 5, Lesson Structure</li> <li>• <b>Teach like a Champion:</b> Chapter 6, Pacing</li> <li>• <b>Formative Assessment</b> (Shirley Clarke) – Chapter 3 learning Intentions and Success Criteria</li> <li>• <b>Making every primary lesson count:</b> challenge</li> </ul>	<p><b>Books:</b></p> <ul style="list-style-type: none"> <li>• <b>Talk Less Teaching</b> - Talk less teaching for instilling a love of learning</li> <li>• <b>Outstanding Teaching</b> (Stephen Lockyer) – Part 1 Collaborative Work</li> <li>• <b>Outstanding Teaching</b> (Stephen Lockyer) – Part 2 Independent Work</li> <li>• <b>Outstanding Teaching</b> (Stephen Lockyer) – Part 3 Inquiry Learning</li> </ul>	<p><b>Books:</b></p> <ul style="list-style-type: none"> <li>• <b>WALKTHRUs - Questioning and Feedback:</b> use responsive teaching methods to check pupils' understanding and move them forward</li> <li>• <b>Talk Less Teaching</b> - Tailoring your teaching to the needs of every learner</li> <li>• <b>Formative Assessment</b> (Shirley Clarke) – Chapter 2 Setting up effective talk</li> <li>• <b>Formative Assessment</b> (Shirley Clarke) – Chapter 4 In Lesson Feedback</li> <li>• <b>Formative Assessment</b> (Shirley Clarke) – Chapter 5 Post Lesson Feedback and Marking</li> <li>• <b>Making every primary lesson count:</b> feedback</li> </ul>	<p><b>Books:</b></p> <ul style="list-style-type: none"> <li>• <b>WALKTHRUs - Behaviour and Relationships:</b> establish classroom conditions essential for effective learning</li> <li>• <b>WALKTHRUs - Explaining and Modelling:</b> make sense of complex ideas to support pupils in building secure schema</li> <li>• <b>WALKTHRUs - Questioning and Feedback:</b> use responsive teaching methods to check pupils' understanding and move them forward</li> <li>• <b>Talk Less Teaching</b> - Questioning strategies that support and challenge</li> <li>• <b>Talk Less Teaching</b> - What makes a great...? Success criteria made simple</li> <li>• <b>Teach like a Champion:</b> Part 3, Chapters 7-9, Building Ratio</li> <li>• <b>Teach like a Champion:</b> Chapter 11, High Behavioural Expectations</li> <li>• <b>Formative Assessment</b> (Shirley Clarke) – Setting up effective talk</li> <li>• <b>Making every primary lesson count:</b> modelling</li> <li>• <b>Making every primary lesson count:</b> explanation</li> </ul>
<p><b>Suggested Webinars/Other:</b></p>	<p><b>Suggested Webinars/Other:</b></p>	<p><b>Suggested Webinars/Other:</b></p>	<p><b>Suggested Webinars/Other:</b></p>

Observer signature: \_\_\_\_\_

Teacher/Staff Signature: \_\_\_\_\_