

# LPS Teaching & Learning Booklet

*Excellent descriptor aligns with the 'Sustained highly effective practice' descriptor within the Professional Teaching Standards Document*



## Autumn Term Lesson Observation

<b>PLANNING</b>	P1: Teacher Expectations							
	P2: Teacher Knowledge							
	P3: Lesson Objectives and Criteria							
<b>TEACHING</b>	T1: Teaching Approaches							
	T2: Learning Approaches							
	T3: Coaching Learning							
	T4: Differentiation							
	T5: Bilingualism							
	T6: Learner Confidence							
	T7: Behaviour Management							
	T8: Learning Environment							
<b>ASSESSMENT</b>	A1: Reflecting on Learning							
	A2: Questioning							
	A3: Verbal feedback							

## Autumn Term Performance Management Lesson Observation Feedback

<b>Class Teacher</b>		<b>Date</b>	
<b>Lesson Focus (Subject, Skill, LO)</b>			
<b>Strengths and Success</b>			
<b>Improvements &amp; Implementation</b>			
<b>Next Steps (Dated)</b>			

## Spring Term Lesson Observation

<b>PLANNING</b>	P1: Teacher Expectations							
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<b>TEACHING</b>	T1: Teaching Approaches							
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<b>ASSESSMENT</b>	A1: Reflecting on Learning							
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## Spring Term Performance Management Lesson Observation Feedback

<b>Class Teacher</b>		<b>Date</b>	
<b>Lesson Focus (Subject, Skill, LO)</b>			
<b>Strengths and Success</b>			
<b>Improvements &amp; Implementation</b>			
<b>Next Steps (Dated)</b>			

Lesson Observations				Sustained Highly Effective Practice
<p><b>P1:</b> Teacher Expectation</p> <p><b>RT: 2</b> <b>IL: 1</b> <b>I: 2</b> <b>L: 3</b></p>	<ul style="list-style-type: none"> <li>• Low expectations of many pupils.</li> <li>• Pupil behaviour or personal situation is used as explanation for poor pupil performance.</li> <li>• Poor evaluation and modification of teaching to meet learner needs.</li> <li>• Negative comments are a prevalent feature in lessons.</li> <li>• A majority of the pupils 'live down' to the negative image created.</li> </ul>	<ul style="list-style-type: none"> <li>• Expectations are appropriate for many pupils.</li> <li>• Many pupils make reasonable progress.</li> <li>• For pupils who do not achieve well the teacher perceives this as child oriented.</li> <li>• Teaching is not modified for some learners.</li> <li>• High expectations are reinforced more through whole class praise than specific feedback.</li> <li>• Specific individual feedback is not strong.</li> </ul>	<ul style="list-style-type: none"> <li>• High expectations clearly set for most learners.</li> <li>• Good range of approaches designed to ensure expectations are reached.</li> <li>• Intervention occurs when if pupils fall short of high expectations.</li> <li>• Sound use of positive language to reinforce expectations, progress and achievements for groups and individuals.</li> <li>• Occasionally, this is undertaken as a whole class strategy and not directed to individual pupils.</li> <li>• Most pupils are aware of the high expectations and work effectively to meet them.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher passionately demonstrates a belief to all pupils and staff that everyone can achieve and aim high.</li> <li>• This is reinforced consistently through a very well-structured progression of learning.</li> <li>• Teacher effectively engages with precise and timely intervention to support the progression of all learners.</li> <li>• Barriers to learning are removed through innovative practices.</li> <li>• Pupils receive the correct balance of praise and positive feedback.</li> <li>• <b>Nearly all pupils meet expectations, achieve good outcomes and show progression against the LPS Handwriting and Presentation policy.</b></li> </ul>
<p><b>P2:</b> Teacher Knowledge</p> <p><b>RT: 2</b> <b>AL: 1 – 6</b></p>	<ul style="list-style-type: none"> <li>• Very limited understanding of our curriculum with missed opportunities to explore <b>SWM</b> and develop <b>Cross-curricular Skills</b>.</li> <li>• Insecure understanding of <b>Integral Skills</b> and how they connect across the curriculum.</li> <li>• Learning experiences are limited and explored in isolation from other areas of the curriculum, with disregard to the <b>4 Purposes</b>.</li> <li>• Inappropriate values regarding <b>Cross-cutting Themes</b>, resulting in a negative effect on learner progress.</li> <li>• Misconceptions and flaws in knowledge limit the progression of all learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of our curriculum is developing, with evidence of <b>SWM</b> across learning, with limited opportunities to develop <b>Cross-curricular Skills</b>.</li> <li>• Limited range and opportunities for learners to develop <b>Integral Skills</b> within their learning.</li> <li>• Missed opportunities for making connections across Areas of Learning which inhibits the realisation of the <b>4 Purposes</b>.</li> <li>• Limited consideration to the application of <b>Cross-cutting Themes</b> within planning, and therefore inhibiting learner progression.</li> <li>• Low subject knowledge can limit learning and support for all groups of learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Good understanding of our curriculum enables accurate application of <b>SWM</b> and <b>Cross-curricular Skills</b>.</li> <li>• Teacher enables pupils to develop increasing independence when applying <b>Integral Skills</b> across the curriculum.</li> <li>• Cross-curricular themes are used to work towards the <b>4 Purposes</b> and strengthen connections between all Areas of Learning.</li> <li>• <b>Cross-cutting Themes</b> are developed progressively within the relevant areas of the curriculum.</li> <li>• Good subject knowledge enhances learning and support for all groups of learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Epistemic knowledge of our curriculum enables the provision of excellent learning experiences across AoLE's focussing on the application of <b>Cross-curricular Skills</b> within real life contexts.</li> <li>• Innovative provision enables pupils to select and apply <b>Integral Skills</b> with increasing independence across the curriculum.</li> <li>• Accurate understanding and planning of the <b>4 Purposes</b> enables learners to justify connections and transfer learning into new contexts with increasing confidence and effectiveness.</li> <li>• Meticulous planning for learning enables the delivery of rich content that elicits <b>Cross-cutting Themes</b>, preparing learners for life and the wider world.</li> <li>• Teacher anticipates potential gaps or difficulties for groups of learners and is prepared with strategies to close this.</li> </ul>

<p><b>P3:</b> Lesson Objectives &amp; Criteria</p> <p><b>AL: 1 - 6</b> <b>IL: 1 - 6</b></p>	<ul style="list-style-type: none"> <li>Learning objectives and expectations are not accurate enough to support effective learning or reflection by the teacher or pupils.</li> <li>Lesson objectives and success criteria contain tenuous links between learning experiences and skills selected, inhibiting learner progress.</li> </ul>	<ul style="list-style-type: none"> <li>Learning objectives and skills are clear in planning.</li> <li>Success criteria are usually included and shared with all pupils, where reflection is mainly teacher led.</li> <li>Limited consideration or focus of <b>Cross-curricular</b> and <b>Integral Skills</b> within learning objectives and success criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Precise objectives are set and link clearly to the expected success criteria.</li> <li>Success criteria are differentiated and used by the learner for reflection.</li> <li>Teachers coach pupils to select <b>Cross-curricular</b> and <b>Integral Skills</b> to apply across the curriculum that support enquiry-based learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and pupils co-construct skills-based lesson objectives and success criteria through cross-curricular themes.</li> <li>Nearly all pupils self-direct their learning through effective reflection using the co-constructed success criteria.</li> <li>Pupils are motivated to select relevant <b>Cross-curricular</b> and <b>Integral Skills</b>, enhancing their enquiry-based learning.</li> </ul>
<b>Sustained Highly Effective Practice</b>				
<p><b>T1:</b> Teaching Approaches</p> <p><b>RT: 1</b> <b>AL: 2 &amp; 3</b> <b>IL: 2 &amp; 3</b> <b>I: 1 - 3</b></p>	<ul style="list-style-type: none"> <li>One approach to learning dominates provision.</li> <li>Approaches adopted are mainly didactic and exposition.</li> <li>Listening to the teacher followed by textbook / worksheet-based activities.</li> <li>Opportunities for coaching are missed.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher directs the application of skills across the AoLEs.</li> <li>The learner is dependent on what is provided well by the teacher.</li> <li>Teacher demonstrates awareness of the requirement for varied approaches.</li> <li>Some opportunities are missed to develop enquiry driven learning.</li> <li>Teacher ensures that coaching is included as a key strategy for the whole class and groups.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher enables learners to become more independent when focusing on 4 Purposes across the AoLE.</li> <li>Pupils are increasingly involved in choosing methods that suit their learning best.</li> <li>Correct balance of 'teacher led' and 'pupil led' activities as well as practical and oral applications.</li> <li>Teacher is skilled at coaching in a planned manner for whole class and groups of learners.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher motivates learners to self-direct their enquiry driven learning focusing on 4 Purposes across AoLE.</li> <li>Teacher has motivated pupils to understand and become confident in selecting effective strategies.</li> <li>Teacher adopts a 'coaching role' as pupils increasingly lead their own learning.</li> <li>Precision coaching is always accurate and undertaken at key times for all ability levels.</li> <li><b>High standard of modelling LPS Policy and practice including Handwriting, AFL and Marking.</b></li> </ul>
<p><b>T2:</b> Learning Approaches</p> <p><b>RT: 3</b> <b>AL: 1, 4 &amp; 5</b> <b>IL: 1 – 6</b> <b>I: 1 - 3</b></p>	<ul style="list-style-type: none"> <li>Teacher is central to the learning.</li> <li>Co-operative working is not developed well; pupils in isolation.</li> <li>Collaborative behaviours not developed.</li> <li>Work set offers little choice and independence not encouraged.</li> <li>Pupils need regular assurances, support and prompting.</li> <li>Independent working is of a low standard, as many pupils lack self-help strategies and skills.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is central to the learning with some contribution from the pupils.</li> <li>Co-operation is productive by means of sharing resources, ideas and responding to the teacher's tasks.</li> <li>Pupils act independently through constrained choices.</li> <li>Many pupils are beginning to demonstrate independence.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher and pupils are at the centre of learning.</li> <li>Co-operative learning is embedded and successful.</li> <li>Teacher facilitates good quality collaborative working in structured situations.</li> <li>Pupils are required to use their own ideas, plan, make decisions and solve problems.</li> <li>Most pupils demonstrate the ability to sustain concentration and show resilience.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils are at the centre of learning.</li> <li>Collaborative activities are very purposeful and effective across all AoLE while embedding the 4 Purposes.</li> <li>Pupils are motivated to select efficient methods working independently.</li> <li>Nearly all pupils are engaged in challenging activities which are increasingly self-directed.</li> <li>Most pupils demonstrate strong self-evaluative and reflection skills.</li> </ul>

<p><b>T3:</b> Coaching Learning</p> <p><b>RT: 1</b> <b>RT: 2</b> <b>RT: 3</b> <b>AL: 1-6</b> <b>IL: 1-6</b></p>	<ul style="list-style-type: none"> <li>• The start of the lesson is unsatisfactory, due to timing issues.</li> <li>• There is no review of prior learning.</li> <li>• Little is done to engage pupils.</li> <li>• Many pupils are disengaged.</li> <li>• Plenary does not include a review of learning and the lesson fades away with no formal drawing together.</li> <li>• Many pupils are unclear as to what they have achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a clear start to the lesson, which includes a brief review of prior learning by the teacher, and an overview of what is to follow.</li> <li>• The activity outlined interests many of the pupils and they are focused.</li> <li>• Plenary adequately reviews the extent to which the learning outcomes have been met.</li> <li>• Links between plenary outcomes and future learning are not clear.</li> <li>• Some pupils contribute to the mainly teacher-led discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson introduction is purposeful, clear and engages all pupils.</li> <li>• Learners and teachers review prior skills which encourages pupils to identify learning direction and expectations.</li> <li>• Effective strategies are used to extricate pupils' understanding and activate self/peer evaluation throughout the lesson.</li> <li>• Pupils reflect upon learning to identify improvements and their next steps, with support from the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Emotional stimuli to capture pupils' interests are used well to review prior skills and promote self-initiated learning.</li> <li>• Nearly all learners are intrigued and engaged, enabling them to set their own high expectations.</li> <li>• Pupil learning is self-directed with excellent teacher coaching.</li> <li>• Reviews throughout the lesson engage all pupils in evaluating the impact of their learning.</li> <li>• Learners and teachers reflect upon learning effectively to identify improvements and their next steps.</li> </ul>
<p><b>T4:</b> Differentiation</p> <p><b>RT: 2 – 5</b> <b>IL: 1 - 6</b> <b>C: 1 - 4</b> <b>I: 1 - 3</b></p>	<ul style="list-style-type: none"> <li>• Teacher does not have a clear understanding of the learners' individual needs.</li> <li>• Differentiation is usually described as by outcome.</li> <li>• Missed opportunities to recognise the need to coach are evident.</li> <li>• Many pupils fail to make sufficient progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher is developing coaching as a strategy for the whole class and groups.</li> <li>• Differentiated approaches are used through application of assessment, recording and reporting procedures.</li> <li>• At times, the support is not refined sufficiently; consequently, progress is inhibited for a few groups of learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Activities are carefully planned for all groups of learners.</li> <li>• A range of differentiated approaches are used due to good use of assessment, recording and reporting procedures.</li> <li>• Skilled teacher coaching is planned to promote independence for most groups of learners.</li> <li>• Further information and advice are sought through collaboration internally and externally.</li> <li>• As a result, most learners make good progress.</li> </ul>	<ul style="list-style-type: none"> <li>• All learners are challenged and supported with differentiated approaches due to effective use of assessment, recording and reporting procedures.</li> <li>• Learner progress is further enhanced for all groups of learners due to collaboration, advice, support and information sharing internally and externally.</li> <li>• Insightful teacher awareness enables pupils to experience high challenge and to which they respond with enthusiasm.</li> <li>• Precision coaching is accurate and timely for all ability levels to promote self-directed learning.</li> </ul>
<p><b>T5:</b> Bilingualism</p> <p><b>AL: 4 &amp; 6</b> <b>IL: 1 - 6</b> <b>PL: 4</b></p>	<ul style="list-style-type: none"> <li>• Teacher uses a narrow range of Welsh phrases.</li> <li>• Few pupils respond to the use of Welsh in appropriate ways.</li> <li>• Limited use of bilingualism within the learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Many instructions and phrases are used by the teacher.</li> <li>• Many pupils respond with accuracy to phrases and questions initiated by the teacher.</li> <li>• Learning environment is beginning to use bilingualism to enhance learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Welsh phrases, instructions and simple conversations are initiated by pupil and teacher.</li> <li>• Most pupils respond questions using the Welsh AfL system.</li> <li>• Pupils use simple Welsh phrases with their peers with accuracy.</li> <li>• Bilingualism is used effectively to enhance learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher use Welsh with great frequency across all AoLEs.</li> <li>• Most pupils' responses are very accurate.</li> <li>• Most pupils initiate accurate conversations with their teacher and peers using the Welsh AfL System.</li> <li>• Bilingualism is used effectively to enhance learning across the AoLEs.</li> </ul>

<p><b>T6:</b> Learner Confidence</p> <p><b>RT: 1-5</b> <b>AL: 1-6</b> <b>IL: 1-6</b> <b>C: 1-4</b></p>	<ul style="list-style-type: none"> <li>Teacher has little awareness of the pupils' backgrounds and known information is not used to plan for effective learning.</li> <li>The teacher's views may be influenced by inaccurate pre-conceived ideas about individuals or groups.</li> <li>A minority of pupils do not have an effective relationship with their teacher that supports learning.</li> <li>Many pupils are often shy, passive, apprehensive or disengaged.</li> <li>Many pupils under-achieve and their well-being is insecure.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher uses background information to support learners, but is often not precise enough for a minority of pupils.</li> <li>At times, the teacher may not liaise closely enough with colleagues to understand the needs of pupils.</li> <li>The teacher is nearly always approachable, warm and engaging.</li> <li>The majority of pupils display resilience, but when faced with challenges a minority do not have the confidence that enables them to seek support and then achieve.</li> <li>Many pupils progress well, however a minority do not make good progress.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher shows good understanding of most pupils' contexts and uses this well to support learning across all AoLE.</li> <li>Further information is sought by the teacher and acted upon.</li> <li>Teacher understands the needs of nearly all learners and builds good relationships.</li> <li>The teacher takes the necessary action to secure well-being.</li> <li>Most pupils respond well when they face a difficulty.</li> <li>Pupils see the teacher as an encourager; as a result, pupils take appropriate risks.</li> <li>Most learners make good progress.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is very well informed about all pupils' context and uses specific information to understand their barriers to learning.</li> <li>Creative solutions are used to challenge issues and inspire pupils' learning across all AoLE.</li> <li>Teacher acts in a proactive way to ensure the pupils' wellbeing is secure.</li> <li>Nearly all pupils visibly thrive on a challenge and are confident in their teacher's responses, should they need support. The teacher does not intervene too soon.</li> <li>Pupils often achieve very good outcomes as a result; this includes the most vulnerable.</li> </ul>
<p><b>T7:</b> Behaviour Management</p> <p><b>RT: 1, 2, 3, 5</b> <b>IL: 1, 4, 6</b> <b>C: 1-4</b> <b>I: 1 - 3</b></p>	<ul style="list-style-type: none"> <li>Teacher has limited ability to direct or control behaviour, demonstrating inconsistent use or disregard to the <b>LPS Policy &amp; Code</b>.</li> <li>Rules, rewards and sanctions do not follow school policy and pupils are often unclear about them.</li> <li>Teacher's responses are inappropriate. Relationships are often strained with a significant minority of learners.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher is positive and referencing <b>LPS Policy &amp; Code</b>.</li> <li>General praise may be over-used instead of specific feedback.</li> <li>Behaviour management is not specific enough for a small number of vulnerable pupils.</li> <li>Consequently, they do not make good progress.</li> <li>Overall, reasonable success is achieved.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher manages all behaviour very well following the <b>LPS Policy and Code</b>.</li> <li>Teacher acts proactively and intervenes before issues arise.</li> <li>Teacher is well-informed about all learners and uses this information to nurture positive behaviour.</li> <li>Appropriate use of praise; both general and specific, as a result behaviour is consistently good.</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour management is outstanding due to the clear and consistent application of the <b>LPS Policy &amp; Code</b>.</li> <li>Highly engaging inter-personal skills and strategies employed to de-escalate potential issues.</li> <li>Pupils act as confident facilitators of their own learning in nearly all instances.</li> <li>Nearly all learners thrive.</li> </ul>
<p><b>T8:</b> Learning Environment</p> <p><b>RT: 1 – 3</b> <b>AL: 1 – 6</b> <b>IL: 1 – 6</b> <b>C: 2 – 4</b> <b>PL: 3 – 4</b></p>	<ul style="list-style-type: none"> <li>Learning areas are generally disorganised and untidy.</li> <li>Resources overall are either dated, or not relevant.</li> <li>Little evidence of pupils' work on display to model high standards.</li> <li>Little evidence of skills on display.</li> <li>TAs not used effectively and are unclear about the task and pupil requirements.</li> <li>Feedback is often a description of what the pupil was not able to do.</li> </ul>	<ul style="list-style-type: none"> <li>Learning areas are purposeful.</li> <li>Resources are suitable and can be accessed and used by pupils.</li> <li>Displays are generally relevant, with a range of pupils' work and skills.</li> <li>TA's are actively involved in the lesson often with various groups of learners. They support and challenge learners appropriately with adequate accuracy.</li> <li>They intervene too soon and 'over-support' to secure task completion.</li> <li>Formal feedback is limited.</li> </ul>	<ul style="list-style-type: none"> <li>Learning areas are organised to support effective application of 4 Purposes within their learning.</li> <li>Resources are relevant and motivating with effective access.</li> <li>Displays enhance learning and celebrate work including several displays with a strong skill focus.</li> <li>TA's know precisely when to intercede and when not to in order to develop independence across all AoLEs.</li> <li>Evaluations are shared effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Learning areas allow pupils to select resources and information independently.</li> <li>Resources and displays align with LPS Handwriting Policy and inspire learners to incorporate 4 Purposes and skills within their learning purposefully.</li> <li>TA's and teachers to collaborate in coaching learners to enhance independent learning across all AoLE.</li> <li>TA's input through specific feedback that detail successes and difficulties.</li> </ul>

				Sustained Highly Effective Practice
<p><b>A1:</b> Reflecting on Learning</p> <p><b>RT: 2-4</b> <b>AL: 1-6</b> <b>IL: 1-6</b> <b>PL: 4</b></p>	<ul style="list-style-type: none"> <li>• Most pupils have a limited understanding of the success criteria and therefore lack clarity about the quality of their work.</li> <li>• Limited use of AfL strategies used to obtain pupil responses.</li> <li>• A majority of pupils do not engage, therefore they become passive or disengaged.</li> <li>• Opportunities to engage pupils in self/peer assessment are missed.</li> <li>• If used at all, the pupils are not provided with the relevant guidance to be effective.</li> <li>• Pupils cannot accurately self-assess.</li> <li>• Nearly all learners make limited progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Many pupils are beginning to use the success criteria to evaluate and reflect their own work.</li> <li>• Teacher uses a variety of AfL approaches to obtain a wide range of pupil responses.</li> <li>• The teacher models the approach for providing feedback.</li> <li>• All pupils have some opportunities to assess the quality of their own and, at times the work of others.</li> <li>• Lack of clarity regarding what or how to assess, means that progress is limited for many learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Most pupils use the success criteria to evaluate and reflect on their own work.</li> <li>• Pupils and teacher select appropriate and effective AfL strategies. Pupil response systems are embedded and engaging.</li> <li>• There is more evidence of peer discussion in a wider variety of formats.</li> <li>• Responses are clearly acted upon by the teacher to consolidate learning.</li> <li>• Pupils self and peer assess learning effectively due to good teacher coaching.</li> <li>• Most pupils are able to identify their next steps in learning.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils evaluate and reflect on their learning using their success criteria.</li> <li>• Pupils select AfL systems that are innovative, insightful and engage all learners.</li> <li>• Teacher uses pupils' responses to elicit pupil learning.</li> <li>• Excellent teacher coaching underpins highly skilled self and peer assessment.</li> <li>• Success and accuracy of self and peer assessment enables nearly all learners to be confident and independent within all contexts of learning.</li> <li>• Nearly all pupils independently set their next steps in their learning.</li> </ul>
<p><b>A2:</b> Questioning</p> <p><b>RT: 2-4</b> <b>AL: 1-6</b> <b>IL: 1-6</b> <b>PL: 4</b></p>	<ul style="list-style-type: none"> <li>• Questioning techniques are poor and only involve a few pupils.</li> <li>• The <b>LPS Matrix</b> not utilised within learning experiences.</li> <li>• Little processing time is given.</li> <li>• Closed questions are mainly used with limited use of open questions or probing for fuller responses.</li> <li>• Many learners do not respond to questions.</li> </ul>	<ul style="list-style-type: none"> <li>• A range of questioning techniques used to aid understanding.</li> <li>• Limited use of the <b>LPS Matrix</b> to enhance learning experiences.</li> <li>• Probing is used to elicit further understanding.</li> <li>• Majority of pupils are involved in responding to questions and processing time is used.</li> <li>• Questioning strategies are not refined enough to identify the learners presenting difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>• A wide range of relevant questioning techniques engages most pupils in developing their understanding.</li> <li>• The teacher's effective use of the <b>LPS Matrix</b> enables learners to generate higher order questions that enhance their self-directed learning.</li> <li>• Process time is well used.</li> <li>• Pupils increasingly ask questions of each other at formal and informal times.</li> <li>• Most pupils engage well with questioning sessions.</li> <li>• Higher order questioning is used by the teacher to deepen learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Questioning techniques engage all pupils, and the teacher probes for fuller understanding.</li> <li>• Learners are afforded the opportunity to independently use the <b>LPS Matrix</b> to enhance their self-directed learning.</li> <li>• The teacher visibly acts on whole class and individual responses.</li> <li>• Process time is very well used.</li> <li>• Pupils ask questions of each other frequently. This is done well.</li> <li>• Very effective questioning underpins high levels of achievement for nearly all learners.</li> <li>• Pupils and teacher use higher order questioning to widen and deepen learning.</li> </ul>

<p><b>A3:</b> Feedback</p> <p><b>RT: 2-4</b> <b>IL: 1-6</b> <b>PL: 4</b></p>	<ul style="list-style-type: none"> <li>• Verbal feedback is not given or is unhelpful as it lacks precision or timeliness.</li> <li>• There are no opportunities for pupils to reflect or link learning to the 4 Purposes across all AoLE and their SWM.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal feedback is helpful as it relates specifically to what has been achieved.</li> <li>• Sometimes lacks precision for outlining future progress.</li> <li>• Praise is given frequently and appropriately to pupils.</li> <li>• Many pupils respond well to verbal feedback and enjoy receiving praise.</li> <li>• Teacher models strategies to reflect on learning relating to the 4 Purposes across all AoLE and their SWM, using limited strategies from the <b>LPS Afl Booklet</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent verbal feedback is helpful and details the specific ways to improve.</li> <li>• Praise is also provided.</li> <li>• Modelling of good feedback by the teacher is a strong feature.</li> <li>• Clear and specific feedback ensures most pupils progress well.</li> <li>• Teacher coaching enables pupils to independently reflect on learning relating to the 4 Purposes across all AoLE and their SWM, using strategies from the <b>LPS Afl Booklet</b></li> </ul>	<ul style="list-style-type: none"> <li>• Verbal feedback is timely and personalised and suggests clear ways to improve.</li> <li>• The teacher is careful in the ‘feed-forward’ provided and personalises it according to each child’s needs.</li> <li>• Praise is deliberately separated from feedback.</li> <li>• All learners make at least good progress with a minority making excellent progress.</li> <li>• Pupils independently reflect on learning relating to the 4 Purposes across all AoLE and their SWM, selecting strategies from the <b>LPS Afl Booklet</b>.</li> </ul>
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Workbook Scrutiny				Sustained Highly Effective Practice
<p><b>WB1:</b> Expectations</p> <p><b>RT: 2 &amp; 3</b> <b>AL: 1 – 6</b> <b>IL: 1 – 6</b> <b>PL: 4</b></p>	<ul style="list-style-type: none"> <li>The teacher has low expectations of many of the pupils.</li> <li>Negative comments are a prevalent feature in workbooks.</li> <li>A majority of the pupils ‘live down’ to the negative image created.</li> <li>Majority of books not in line with Presentation policy.</li> <li>Few examples of pupils’ handwriting are in line with the school policy.</li> <li>Worksheets are stuck in books.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher’s expectations are appropriate for many pupils.</li> <li>However, a minority of pupils make limited progress.</li> <li>Positive comments could be more specific in feedback.</li> <li>Interventions require greater precision and accuracy.</li> <li>Majority of books in line with Presentation policy.</li> <li>Majority of pupils work is neat and well organised.</li> <li>Majority of pupils’ handwriting in line with the school policy.</li> </ul>	<ul style="list-style-type: none"> <li>High expectations are evident for most pupils.</li> <li>The teacher consistently uses positive language to establish expectations, progress and achievements for groups and individuals.</li> <li>Most pupils are aware of the high expectations and work effectively to meet them.</li> <li>Intervention is effective for most learners.</li> <li>Most books in line with Presentation policy.</li> <li>Most work is neat and well organised.</li> <li>Most pupils’ handwriting is in line with school policy.</li> </ul>	<ul style="list-style-type: none"> <li>Nearly all pupils meet high expectations.</li> <li>Barriers to learning are removed through innovative practices.</li> <li>Pupils receive the correct balance of praise and positive feedback.</li> <li>Precise and timely intervention supports all learners.</li> <li>Nearly all books are in line with Presentation policy.</li> <li>Nearly all work is neat and well organised.</li> <li>Nearly all pupils’ handwriting is in line with the school policy.</li> </ul>
<p><b>WB2:</b> Connecting Learning</p> <p><b>AL: 1 – 6</b> <b>IL: 1 – 6</b></p>	<ul style="list-style-type: none"> <li>Learning objectives and expectations are not accurate enough to support effective learning or reflection by the teacher or pupils.</li> <li>Lesson objectives and success criteria contain tenuous links between learning experiences and skills selected, inhibiting learner progress.</li> </ul>	<ul style="list-style-type: none"> <li>Learning objectives and skills are clear in planning.</li> <li>Success criteria are usually included and shared with all pupils, where reflection is mainly teacher led.</li> <li>Limited consideration or focus of <b>Cross-curricular</b> and <b>Integral Skills</b> within learning objectives and success criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Precise objectives are set and link clearly to the expected success criteria.</li> <li>Success criteria are differentiated and used by the learner for reflection.</li> <li>Teachers coach pupils to select <b>Cross-curricular</b> and <b>Integral Skills</b> to apply across the curriculum that support enquiry-based learning.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and pupils co-construct skills-based lesson objectives and success criteria through cross-curricular themes.</li> <li>Nearly all pupils self-direct their learning through effective reflection using the co-constructed success criteria.</li> <li>Pupils are motivated to select relevant <b>Cross-curricular</b> and <b>Integral Skills</b>, enhancing their enquiry-based learning.</li> </ul>

<p><b>WB3:</b> Differentiation</p> <p><b>RT: 2 - 5</b> <b>C: 1 - 4</b> <b>I: 1 - 3</b></p>	<ul style="list-style-type: none"> <li>• Teacher does not have a clear understanding of the learners' individual needs.</li> <li>• Differentiation is usually described as by outcome.</li> <li>• When it is used, incorrect pitching is evident for a majority of learners.</li> <li>• Many pupils fail to make sufficient progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Narrow range of approaches used which limits progress of groups of learners.</li> <li>• Insufficient and limited range of support to manage the needs of different learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Activities are carefully planned for all groups of learners.</li> <li>• A range of differentiated approaches are used.</li> <li>• Most learners make good progress.</li> <li>• Pupils are challenged and supported well to meet their needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Nearly all learners are challenged and supported with differentiated approaches.</li> <li>• Nearly all pupils make good, and in many cases, excellent progress.</li> <li>• Insightful teacher awareness enables pupils to experience high challenge.</li> </ul>
<p><b>WB4:</b> Achievement and Learner Progress</p> <p><b>RT: 1 – 3</b> <b>AL: 1 – 6</b> <b>IL: 1 – 6</b></p>	<ul style="list-style-type: none"> <li>• In the majority of pupils' work there is limited progress.</li> <li>• Repetitive tasks with an over reliance on one skill.</li> <li>• Over dependency on worksheets.</li> <li>• Limited evidence of support and challenge.</li> </ul>	<ul style="list-style-type: none"> <li>• Majority of pupils make progress in relation to ability.</li> <li>• Some variation in tasks set but do not take into account pupils' ability.</li> <li>• Some evidence of support and challenge.</li> <li>• Over reliance of worksheets that limit pupils' progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Most pupils make good progress in relation to ability.</li> <li>• A good range of tasks and suitable support and challenge is evident for most learners.</li> <li>• Learners are increasingly involved in their own progress</li> <li>• Teacher and pupils co-construct methods to influence their progress and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Achievement of nearly all pupils is consistently high in relation to ability.</li> <li>• The variety of tasks set and suitable support and challenge meet the needs of all pupils.</li> <li>• Pupils select their own methods to influence their progress and learning.</li> </ul>
<p><b>WB5:</b> AfL</p> <p><b>RT: 1 - 3</b> <b>AL: 1 – 6</b> <b>IL: 1 – 6</b> <b>PL: 4</b></p>	<ul style="list-style-type: none"> <li>• Evidence of teacher, peer and self-assessment is not seen throughout the majority of pupils learning.</li> <li>• Opportunities to engage pupils in self or peer-assessment are missed.</li> <li>• If used at all, the pupils are not provided with the relevant guidance to be effective.</li> <li>• Success criteria is not used or inaccurate, as a result, pupils cannot accurately self-assess.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher leads AfL systems from the LPS AfL Booklet to improve learning.</li> <li>• Self-assessment tends to be stronger than peer-assessment.</li> <li>• Teacher directs the AfL approach through marking.</li> <li>• Learner progress is limited by this approach, due to a lack of understanding of what to assess or how to assess.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective use of the LPS AfL Booklet to improve learning.</li> <li>• Teacher coaching enables pupils to apply AfL strategies well.</li> <li>• The success and accuracy of AfL systems enables most learners to be aware of their learning progress and achievement.</li> <li>• Most pupils use and apply a range of AfL systems.</li> <li>• Most pupils identify 'next steps' with increased precision.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective use of the LPS AfL Booklet to improve learning.</li> <li>• Excellent teacher coaching underpins highly skilled self and peer assessment.</li> <li>• The success and accuracy of AfL systems enables nearly all learners to be confident about their learning progress and achievement.</li> <li>• Nearly all pupils use and apply a range of AfL systems with increased independence.</li> <li>• Nearly all pupils identify 'next steps' with increased precision.</li> </ul>

<p><b>WB6:</b> Marking</p> <p><b>RT: 2 &amp; 3</b> <b>AL: 5</b> <b>IL: 3, 4 &amp; 5</b></p>	<ul style="list-style-type: none"> <li>Recorded work not marked in line with school marking and presentation policy.</li> <li>Ineffective use of marking codes.</li> <li>Marking is not up to date.</li> <li>Limited or missed opportunities for improving accuracy of writing through editing process.</li> </ul>	<ul style="list-style-type: none"> <li>Recorded work is marked in line with school marking and presentation policy.</li> <li>Teacher applies marking codes to improve through feedback.</li> <li>Editing is scaffolded and supported by the teacher to improve accuracy of writing through editing process.</li> </ul>	<ul style="list-style-type: none"> <li>Recorded work is marked in line with school marking and presentation policy.</li> <li>Teacher and pupils use marking codes effectively to improve through strong feedback and learner response.</li> <li>Editing is co-constructed by the teacher and pupils to improve accuracy of writing through editing process.</li> </ul>	<ul style="list-style-type: none"> <li>Recorded work is marked in line with the school marking and presentation policy.</li> <li>Pupils use marking codes effectively to identify and improve through self and peer-assessment.</li> <li>Editing is co-constructed by the teacher to make improvements of their writing through editing process.</li> </ul>
<p><b>WB7:</b> Feedback</p> <p><b>RT: 2 &amp; 3</b> <b>AL: 1 - 6</b> <b>IL: 1 - 6</b> <b>PL:4</b></p>	<ul style="list-style-type: none"> <li>Feedback is not personalised, <b>accurate</b> or skill specific and makes little or no reference to success criteria.</li> <li>Inappropriate recognition of achievement.</li> <li>Feedback has little impact on improved performance for many learners.</li> <li>Marking lacks clarity and the key areas of development for many learners are unclear.</li> <li>There are no opportunities to readdress or develop targets for learning.</li> <li>Limited or missed opportunities for improving standard of writing through drafting process.</li> </ul>	<ul style="list-style-type: none"> <li>Majority of feedback makes some reference to success criteria.</li> <li>Achievement is recognised by general comments on effort.</li> <li>Written feedback is helpful and very often provides positive comments but is not consistently specific to enable consistently good levels of progress for most pupils.</li> <li>Most pupils (and the teacher), have some awareness of next steps, however, these may be broad and pupils may not be clear of the way forward.</li> <li>Drafting is scaffolded and supported by the teacher to make improvements to their writing through drafting process.</li> <li><b>Inconsistent marking, feedback and responses to pupil feedback, therefore missing opportunities to further extend learning.</b></li> </ul>	<ul style="list-style-type: none"> <li>Achievement is recognised and celebrated for nearly all pupils.</li> <li>Teacher and pupils discuss ways to improve and are clear about their individual targets.</li> <li>Written feedback is provided regularly, consistently and in a timely manner. It is specific in terms of both the strengths of the work and the way forward.</li> <li>The pupils begin to describe what a successful outcome would be.</li> <li>Drafting is co-constructed by the teacher and pupils to make improvements to their writing through drafting process.</li> <li><b>Pupil responses to marking and feedback are challenged to extend learning further.</b></li> </ul>	<ul style="list-style-type: none"> <li>Personalised targets are skill specific and regularly refer to success criteria.</li> <li>Pupils have an increasing ownership of their own targets and improvements.</li> <li>Most pupils can accurately describe what has been achieved and how.</li> <li>The motivational effect of this is evident throughout the book.</li> <li>The above approaches enable nearly all pupils to make great gains and with increasing independence.</li> <li>Drafting is co-constructed by pupils and peers to make improvements to their writing through drafting process.</li> <li><b>Focused and effective dialogue between the teacher and learner elicits deeper understanding and sophistication.</b></li> </ul>

<p><b>WB8:</b> Learner Responses</p> <p><b>RT: 1, 2 &amp; 3</b> <b>AL: 1 - 6</b> <b>IL: 1 - 6</b> <b>PL: 4</b></p>	<ul style="list-style-type: none"> <li>Majority of pupils are not given time to reflect on feedback.</li> <li>Majority of pupils are not given opportunities to consolidate skills.</li> <li>Missed opportunities to identify areas for improvements.</li> <li><b>Limited evidence of pupil involvement in improving their work.</b></li> </ul>	<ul style="list-style-type: none"> <li>Majority of pupils are given time to reflect on feedback.</li> <li>Through discussion, pupils act on feedback given.</li> <li>Teacher identifies and guides improvements to standard of work.</li> <li><b>Self/peer assessment accuracy is inconsistent, limiting the opportunities for improvement.</b></li> </ul>	<ul style="list-style-type: none"> <li>Most pupils are given time to reflect on feedback.</li> <li>Through coaching, pupils independently act on feedback given.</li> <li><b>Learners' self/peer assessment is checked for accuracy, receiving effective feedback to improve standard of work.</b></li> </ul>	<ul style="list-style-type: none"> <li>Nearly all pupils are given time to reflect on feedback.</li> <li>Through peer discussion, pupils independently act on feedback given.</li> <li><b>Learners confidently self/peer assess their work and independently makes significant improvements to standard of work.</b></li> </ul>
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## Pedagogy: Refining Teaching

Sub-sections	QTS Descriptor	Induction Descriptor	Sustained Highly Effective Practice Descriptor
<b>RT:1 Managing the Learning Environment</b>	QTS descriptor: The teacher understands the importance and demonstrates the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and are understood by learners in that context.	Organisation of learners and colleagues, routines and resources is focussed on building learning habits and behaviours that meet the four purposes and are understood by learners in that context.	Learners articulate the way that their own organisational skills are developing to demonstrate they take growing responsibility for their own learning.
<b>RT:2 Assessment</b>	The range of purposes and practices for assessment is understood and articulated.	Assessment is used effectively to pinpoint learning needs for all learners.	Specialised assessment techniques are employed for identified learners and there is a commitment to working with colleagues and other agencies to best meet identified needs.
<b>RT:3 Differentiation</b>	The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.	Learning materials and experiences are used to provide appropriate challenge to every learner.	Differentiation is highly sophisticated, to the point where learners recognise why they need to be extended or supported and participate in the planning of learning experiences.
<b>RT:4 Recording and Reporting</b>	The teacher produces appropriate, timely and accurate records and reports and gives feedback to facilitate a deeper understanding of learning and enhance the learning experience	Records and reports accurately describe the progress made by learners, identify key learning needs and outline important next steps.	Analysis of data and evidence enables insight and decision about provision. Records and reports enable other interest groups to efficiently recognise issues and to act accordingly.
<b>RT:5 Involving partners in Learning</b>	The importance of positive involvement of parents/carers and other partners is understood, and opportunities are taken to observe and evaluate processes.	Effort is consistently made to involve parents, carers, other partners and stakeholders in learner development in terms of the four purposes of the curriculum.	Parents and carers are given strong support in helping their children develop in terms of the four purposes. Employers and other stakeholders are actively encouraged to support the four purposes and, in particular, the commitment to build authentic experience as a natural part of learning.

## Pedagogy: Advancing Learning

Sub-sections	QTS Descriptor	Induction Descriptor	Sustained Highly Effective Practice Descriptor
<b>AL:1 Four Purposes for Learner</b>	The teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences.	There are clear examples of sustained embedding of the four purposes for learners.	The way that the four purposes have been embedded, developed and extended is clearly articulated, with the impact of pedagogy upon learning outcomes articulated to colleagues.
<b>AL:2 Exploiting Subject Disciplines</b>	The teacher demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately.	Learners are encouraged to recognise and appreciate the differences between the disciplines of the subjects they experience within the areas of learning.	Planned learning exploits subject disciplines using real-life applications across the four purposes.
<b>AL:3 Blended Learning Experiences</b>	The teacher understands the selection, use and justification of a range of imaginative teaching approaches for the benefit of each learner.	Teaching contexts and methods are blended to use experience from varied and appropriate environments to support each other. Learning areas such as the workshop, outdoors, laboratory, studio, gymnasium, library, theatre and classroom are integrated settings for learning, demonstrating discipline and structure appropriate to experience.	A wide repertoire of teaching methods is skilfully employed and learners are able to bring discipline and organisation to their own efforts as they structure activity to bring the four purposes to life.
<b>AL:4 Real Life, Authentic Contexts</b>	The teacher demonstrates an understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. This extends the learner's cultural, linguistic, religious and socio-economic experience and illustrates applications of concepts and abstracts in practice.	There are examples of real life, authentic contexts for learning being provided as a natural part of the learning experience.	Learners initiate, drive and reflect upon authentic experience which reinforces prior learning and provides context for further development across all four purposes.
<b>AL:5 Progression in Learning</b>	The teacher demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this.	Learning is planned so the next stages extend learners' capacity incrementally and build upon prior knowledge.	Learners and teachers can see, map and reflect upon learning to the extent that they are able to articulate next steps in a way which applies disciplined learning across the four purposes.
<b>AL:6 Cross-Curricular Themes</b>	The teacher knows, understands and engages with the principles of curriculum design and innovation, with development of cross-curricular themes relevant to areas of learning and justifies decisions.	Cross-curricular themes are used to build links between areas of learning and the learning within each component can be articulated.	The use of cross-curricular themes is routinely employed and the range exploits complex learning which is made explicit through effective reflection on learning.

## Pedagogy: Influencing Learning

Sub-sections	QTS Descriptor	Induction Descriptor	Sustained Highly Effective Practice Descriptor
<b>IL:1 Challenge and Expectations</b>	The teacher provides appropriate levels of challenge and expectations for the range of student abilities and characteristics, motivating learners to achieve.	The teacher communicates appropriate levels of challenge and expectations of learners which are reflected in the quality and achievement in their learning.	Learners relish the opportunity to extend themselves and exploit previous skills whilst seeking to develop new ones.
<b>IL:2 Listening to Learners</b>	The teacher demonstrates a willingness to seek, listen to and take account of the views of learners in order to engage and encourage them as active participants in their own learning.	Learners' views are sought, understood and acted upon.	Processes are in place which expect learners to offer their views to inform all stages of learning.
<b>IL:3 Learners Leading Learning</b>	In planning and delivery, the teacher demonstrates an awareness of the importance of encouraging learners to reflect upon their own learning.	Learners are encouraged to suggest ways in which learning can be further developed, interpreted or extended.	Learners take an active role in managing their own learning agenda with self-initiated and self-determined activity helping them to set their own high expectations.
<b>IL:4 Sustained Effort and Resilience in Learners</b>	The teacher promotes and secures learners' self-motivation and self-direction in their learning.	The teacher encourages learners to apply themselves with sustained effort because they see the point of their learning and understand that resilience is needed for sustained success.	The teacher ensures that learners reflect upon the extent to which they have stretched themselves and been resilient in solving problems and challenges in their learning.
<b>IL:5 Reflection on Learning</b>	In planning, the teacher demonstrates awareness of the importance of encouraging learners' reflection and evaluation around behaviours and outlooks for learning.	Reflection with learners is planned by the teacher as a natural part of the learning experience and leads learners to consider their behaviour and outlook.	Evaluation of learning looks at all aspects; the products, quality, development of learning and the extent to which the four purposes are addressed within reflection on the learning exhibited. From this there is a natural focus on the future behaviours necessary to be extended as a learner.
<b>IL:6 Learning Outcomes and Well-being</b>	The teacher raises awareness of how high-quality learning experiences and performance outcomes lead to improved learning and a heightened sense of well-being.	The teacher works to ensure that learners appreciate how high-quality product and performance outcomes lead to improved learning and improved habits of well-being.	Learners are enabled to understand how their focus upon personal well-being and their commitment for appropriate medium, outcome and quality have impact in terms of usefulness for the purpose and audience.

Collaboration			
Sub-sections	QTS Descriptor	Induction Descriptor	Sustained Highly Effective Practice Descriptor
C:1 Seeking Advice and Support	The teacher actively seeks and engages with support from a range of formal and informal sources. This includes observation and team teaching, whilst demonstrating increasing levels of independence.	The active seeking of support from colleagues when meeting a new challenge is a natural part of teaching.	Proposed new approaches are clearly articulated to colleagues at all levels to elicit critical advice and support.
C:2 Working with in-school Colleagues	The teacher actively seeks and engages with support from a range of formal and informal sources. This includes observation and team teaching, whilst demonstrating increasing levels of independence.	The active seeking of support from colleagues when meeting a new challenge is a natural part of teaching.	Proposed new approaches are clearly articulated to colleagues at all levels to elicit critical advice and support.
C:3 Supporting and Developing Others	The teacher develops high quality relationships with colleagues in order to have a positive impact upon learners' experiences within the school.	The teacher supports the development of others as a natural part of their role, including contributing to whole-school initiatives and involvement in programmes which extend expertise and have impact on learning outcomes.	High levels of sustained professional practice embody support for emerging skills and qualities in others and benefit learners through active, purposeful and structured contributions to the development of teachers and other staff.
C:4 Enabling Improvement	There are examples of improvement in outcomes for learners following the teacher's seeking and adoption of advice.	Advice is sought and taken on ways to improve performance and achieve enhanced outcomes for learners.	Areas of concern are accurately identified and examined in own and others' practice. Support is sought and offered readily, and a plan enacted to secure improved performance.

Innovation			
Sub-sections	QTS Descriptor	Induction Descriptor	Sustained Highly Effective Practice Descriptor
I:1 Offering Expertise	The teacher models an increasing repertoire of teaching techniques, as expertise emerges and flourishes, in order to inform and enhance the development of others.	The teacher's emerging expertise and support is made available to colleagues who are trying something new in their repertoire of teaching techniques.	Expertise and experience is brought to bear by contributing professional skills to help other colleagues address new challenges.
I:2 Developing New Techniques	Evidence-based, disciplined techniques are used effectively to meet challenges and take learning forward.	There is a willingness to develop and apply new techniques to suit the purposes of intended learning in a structured and considered approach and to learn from the experience.	Research on cognitive, social, emotional and physical development has a positive impact upon pedagogy. The teacher can demonstrate how professional discernment and critical analysis are brought to bear in shaping developing practice.
I:3 Evaluating the Impact of Changes in Practice	The teacher actively seeks support and advice from colleagues in developing innovative approaches within the classroom so that their impact can be evaluated, analysed and shared.	The teacher expects any new steps to be supported, analysed and developed with involvement from peers and more experienced colleagues.	Evidence deriving from innovative practice is collected and shared with others, both within and beyond the school community, to contribute to growing understandings and other related developments elsewhere.

## Leadership

Sub-sections	QTS Descriptor	Induction Descriptor	Sustained Highly Effective Practice Descriptor
<b>PTSL:1 Take Responsibility for Self</b>	The teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners, parents/carers and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners.	The teacher accepts responsibility and demonstrates the commitment to learners through professional organisation and management.	Personal professional responsibility includes the sustained development of highly effective practices across the professional standards.
<b>PTSL:2 Exercising Corporate Responsibility</b>	Contractual, pastoral, health and safety, legal and professional responsibilities are known and understood by the teacher.	The teacher contributes to the aims and development of the school by consistently demonstrating compliance with agreed policies and is prepared to seek advice where necessary.	Colleagues are supported to meet the policies and principles required by the school with suggestions for improvements being offered and acted on.
<b>PTSL:3 Leading Colleagues, Projects and Programmes</b>	The teacher's understanding of, and commitment to, leading learning is demonstrated through collaborative experiences in schools and other contexts.	The teacher uses qualities of personal professional practice to positively influence the practice of others.	Leadership is an integral part of teaching involving the support, guidance and demand necessary to achieve required outcomes. It takes account of the experience of other colleagues and encourages them to flourish.
<b>PTSL:4 Supporting Formal Leadership Roles</b>	The teacher demonstrates an understanding of the nature of responsibilities within and across teams and of the contribution's individuals make towards the school's ethos and the successful fulfilment of the school's vision.	The teacher actively supports the work of the phase or department and begins to demonstrate an awareness of the range of processes and skills involved.	Perceptive and positive contributions are made where necessary to support the work of the school wherever it is needed using expertise and experience to fulfil the aims of the school.



## Judgement Vocabulary



<b>Nearly all</b>	All bar 1 or 2 pupils
<b>Most</b>	90%+
<b>Many</b>	70% or more
<b>Majority</b>	60% or more
<b>Half</b>	50%
<b>About half</b>	Around 50%
<b>Significant minority</b>	40%
<b>Minority</b>	Around 30% ~
<b>Few</b>	Around 20%
<b>Very few</b>	Less than 10%