

Teachers seen: RD, ASP, NLM, JJB, SAR, KRS, PTR, CVF, HD, TKA, DCR, RHI, RGB, JLH

Subjects seen: TE, FBI, Gg, Hi, Mu, En, Sci

Teachers taking part: TC, NMM, LMA, BD, HJB, KEQ		Novice	Emerg- ing	Embed- ded	Expert	Master
Feedback & Marking/DIRT is making an impact on learning				✓		
AfL is making an impact on learning				✓		
There is a range of pedagogical techniques				✓		
Literacy	is effectively developed				✓	
Numeracy	is effectively developed			✓		
Pupils are encouraged to use a growth mindset					✓	
Culture of Excellence and Accomplishment			✓			

High quality learning / best practice observed:

Marking and Feedback:

- Verbal critiques in music – insightful comments
- Evident that pupils’ verbal feedback has improved as teacher said so
- Quality of EBI better than WWW – more detailed – pointed out specifics. Supportive comments.
- In Music – atmosphere in room, really supportive
- English – fluent with EBI: understanding of what feedback they had been given meant and what to do with it
- Really detailed individualised feedback, kids had no choice other than to get on with it
- Clear in English DIRT / M+F a clear consistent thing. Clear marking progress
- In Geography – regular DIRT pieces flowed through book

AFL:

- After pupils had revised, pupils in groups working and they chose who answered and could only choose a person once; pupils didn’t feel they could not answer
- Cut and stick activity in science as a starter to recap on last session
- Consistently really good questioning – not letting kids off the hook. Given time to think and answer. Deep questioning in FBI. 1:1 individual talk in food lesson really good
- Definite feeling across the board that teachers were teasing out what they knew and then moving onto the next thing. Teacher, “remember to note in your books anything you don’t understand”
- A lot of 1:1 in general
- Thumbs used to gauge understanding before moving on
- Timelines of lesson on board in some lessons
- Teachers really knew the pupils, knew where to go and check

Pedagogies:

- Teacher using pupils’ work as a starting activity
- English all doing the same thing – DIRT on mock – but all doing it differently: pictures linked to quotes; pushing EBI on board to group them; going up to visualizer; reading it out loud; timing planning
- Little bites of teacher talk – never for very long
- Modelling how to do plans
- Use model answers to construct the perfect answer
- Sole learning end of topic task in Science

- FBI: trading game
- A lot of independent work
- Teacher talk introducing something new or questioning
- Music – given a piece of music and told to change it – up to pupil how to do that

Literacy and Numeracy:

Numeracy:

- FBI trading game: measuring, working out
- Science – graphs, logical problem solving
- Use of time to plan in English
- Problem solving how to remember the poems
- Exam mark scheme – how many more marks to get to next grade

Literacy

- M+F: all literacy: SPAG etc. rewriting paragraphs, modelling
- Analysing poetry at a high level
- Key words
- DIRT: think about how you will do that task
- Music – teacher encouraging them to use the key words to improve an answer
- Peer assessment with phrases on visualizer from their own answer – looking at grammar and tense
- Pupils reading out loud

Growth Mindset

- Teachers giving the feeling in English – we are doing this together
- Impressed by the relationships we saw
- English – all confident about having a go, knew why and wanted to
- Bottom set pupils readily reading out loud
- Pupils commenting on mindset of other pupils in class
- Definite expectation from all teachers that pupils could do it
- Teachers growth mindset in bottom set – never giving up – always positive
- History – homework – all looking at higher marks as teacher said they were all capable of it
- Growth mindset evident in marking in books
- Comment only – no grade

Excellence & Accomplishment

- Quality of music performance – very high
- Really focussed in all lessons
- Behaviour really good in all lessons
- Culture of improving work is 'excellence'
- Comment in science recognising improvement in handwriting and expecting it would continue
- Pupils having pride in work
- Teacher focussing on "we" can work through this
- Impressed by behaviour and focus
- Pupils' books – some of them are stunning
- Teachers pick up on lack of excellence and accomplishment in marking in books