

SENCO HANDOUT: OBSERVATION SCHEDULE FOR QUALITY FIRST TEACHING AND DIFFERENTIATION

KEY FEATURES OF EFFECTIVE QUALITY FIRST TEACHING	EVIDENCE HOW DOES THIS MANIFEST ITSELF IN THE CLASSROOM? WHAT ARE THE INDICATORS?	NOTES
<ul style="list-style-type: none"> Is the teacher clear about the learning objectives/learning outcomes? 	<ul style="list-style-type: none"> Clearly written on plans Clearly accessible to pupils Activities match objective and allow it to be met Pupils understand what they are learning 	
<ul style="list-style-type: none"> Are the learning objectives shared with the pupils in a way they can understand? 	<ul style="list-style-type: none"> Pupils can rephrase and explain why they are doing what they are doing Feedback to pupils and reflections refer to learning objectives 	
<ul style="list-style-type: none"> Are the success criteria that lie beneath the learning objectives shared or developed with the pupils? 	<ul style="list-style-type: none"> Teacher explains/models/shows the steps to success – how the pupil will meet the objective Language of success criteria is familiar to pupils 	
<ul style="list-style-type: none"> Does the teacher show/explain what 'good' work will be like i.e. are the pupils clear about the expected standards? 	<ul style="list-style-type: none"> Teacher regularly model expectations Teacher shares and discusses examples of other pupils' work with the class Pupils articulate what they need to do to improve - specifically 	
<ul style="list-style-type: none"> Does the teacher use questioning effectively? 	<ul style="list-style-type: none"> Teacher asks questions to evaluate knowledge 	



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<p>i.e. to find out what the pupils know and understand, to promote further learning; to prompt thinking and reflection?</p>	<ul style="list-style-type: none">• Teacher uses variety of techniques which ensure maximum participation• Pupils encouraged to ask questions of the teacher• Teacher differentiates the questioning• Teacher asks questions throughout the lesson• Questions are tailored to the individual pupils through knowledge of their individual needs• Questions develop reflection and deeper understanding of concepts	
<ul style="list-style-type: none">• Does the feedback to the pupils focus on the learning objective?• Does feedback make pupils aware of the achievements they have made in relation to the learning objective?• Does the feedback provide an improvement prompt or 'closing the gap' prompt?• Do the pupils understand/use the feedback to improve their work?• Are pupils given time to respond to feedback?• Is there evidence that pupils act upon the feedback to improve their work?	<ul style="list-style-type: none">• Feedback is understood by pupils and can be explained orally by them• Feedback is specific• Pupils' rates of progress and improvement through their verbal responses and written work are clear• Learning objectives in subsequent lessons highlight that learning is moving on• Evidence is available that feedback has been acted upon• Pupils are motivated, on task and clear about their learning• Pupils are able to 'help themselves' and are independent learners• Pupils work collaboratively	



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<ul style="list-style-type: none">• Do activities promote active engagement?• Are activities differentiated for all learners?	<ul style="list-style-type: none">• All pupils are actively engaged• Pupils understand what they have to do• Pupils can explain what they are doing• Pupils enjoy learning and show intrigue and curiosity	
Management of Assessment for Learning:		
<ul style="list-style-type: none">• Are pupils involved in other ways in the assessment process e.g. self assessment, negotiating, recording, monitoring their own progress through personal targets?	<ul style="list-style-type: none">• Pupils are given opportunities to discuss their work• Pupils are provided with assessment objectives and criteria• Pupils are able to identify next steps• Next steps are discussed and/or recorded	
<ul style="list-style-type: none">• Do teachers and pupils reflect on the extent to which the learning objective has been achieved e.g. in the plenary, self-assessment?	<ul style="list-style-type: none">• Self assessment is a regular, frequent and familiar strategy• Language of learning objective is revisited frequently in lesson• Plenary probes learning through quality questioning and pupil responses• Next learning steps are discussed and/or recorded	
<ul style="list-style-type: none">• Do teachers use what they find out from assessment to: inform their interventions in the midst of pupils' learning ; adjust their planning?	<ul style="list-style-type: none">• Teachers' planning shows clear tailoring to individual needs• Teachers' teaching shows clear change of direction when and where necessary• Pupils are always clearly challenged by what they are learning• Pupils are engaged motivated and interested	