

	BEST PRACTICE	GOOD PRACTICE	BELOW MILLTHORPE EXPECTATIONS
Establishing Behaviour for Learning	<p><b>Teacher establishes the highest expectations of learning behaviour over time and acts as role model lifelong learner.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All students adhere readily and willingly to the school's/teacher's expectations; quickly adopting routines, often without request.</li> <li><input type="checkbox"/> Students respect their teacher(s), their peers, their learning environment, and resources.</li> <li><input type="checkbox"/> Students value and respect the diversity of their community and that of the wider world beyond their personal experience.</li> <li><input type="checkbox"/> Students have acquired the confidence to meet challenges in their learning.</li> <li><input type="checkbox"/> Students take pride in their work/learning.</li> <li><input type="checkbox"/> Students demonstrate a sense of purpose in the classroom.</li> </ul> <p><b>Teacher plans activities that generate high levels of enthusiasm, and participation, and promotes a commitment to lifelong learning (including literacy &amp; numeracy).</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students are inspired to think about their learning and as such are inquisitive and have a desire to learn.</li> <li><input type="checkbox"/> Students are able to make connections in their learning within and beyond the subject including using and developing their literacy and numeracy.</li> <li><input type="checkbox"/> Students understand that learning is often difficult and persist when faced with challenge(s).</li> </ul>	<p><b>Teacher establishes and reinforces the required expectations of learning behaviour.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students adhere to the school's/teacher's expectations upon instruction.</li> <li><input type="checkbox"/> Student behaviour is managed effectively to uphold respect for their teacher(s), their peers, their learning environment, and resources.</li> <li><input type="checkbox"/> Students are challenged in their use of any derogatory language and/or stereotypes.</li> <li><input type="checkbox"/> Most students are engaged in learning and produce work to a good standard.</li> <li><input type="checkbox"/> Students who are off-task are quickly encouraged and re-focussed, which directly contributes to quality of the work/learning.</li> </ul> <p><b>Teacher plans activities that effectively enthuse and motivate most students to participate actively in their learning (including the learning of literacy and numeracy).</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students are eager to do well, achieve and improve.</li> <li><input type="checkbox"/> Students are encouraged to adopt positive attitudes and apply themselves.</li> <li><input type="checkbox"/> Students enjoy and understand the relevance of their learning and develop literacy and numeracy skills.</li> <li><input type="checkbox"/> Occasionally opportunities are missed to develop and embed skills further, particularly in literacy and numeracy.</li> <li><input type="checkbox"/> Students are encouraged and supported to develop resilience, confidence and independence in tackling learning.</li> </ul>	<p><b>Teacher fails to establish sufficient expectations of learning behaviour.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A significant number of students do not adhere to the school's/teacher's expectations.</li> <li><input type="checkbox"/> Student behaviour is managed ineffectively leading to instances of unchallenged disrespectful, derogatory and/or inappropriate behaviour and/or incidents.</li> <li><input type="checkbox"/> Compliance may be established, but significant number of students are passive, disengaged and produce little work or poor work.</li> </ul> <p><b>Teacher insufficiently plans activities to enthuse and motivate students to participate in their learning (including the learning of literacy and numeracy).</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A significant number of students show little interest and/or a negative attitude to learning.</li> <li><input type="checkbox"/> Students do not understand the relevance of what they are doing and cannot explain their learning.</li> <li><input type="checkbox"/> Student use and/or development of literacy and numeracy is poor, as strategies are ineffective or numerous opportunities are missed.</li> <li><input type="checkbox"/> A significant number of students do not engage in activities and show poor resilience, low confidence or over-dependence on the teacher, by 'giving up' on their learning in this lesson.</li> </ul>
Planning to Engage and Challenge All	<p><b>Teacher assessment is systematic, accurate and astutely informs planning to challenge all students and ensure the individual needs of all students are met.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All students experience challenge in their learning throughout the lesson.</li> <li><input type="checkbox"/> Students learn in a high challenge low stress environment.</li> <li><input type="checkbox"/> All students experience 'risk free' failure or the 'learning pit'.</li> <li><input type="checkbox"/> No students are 'waiting' or passive.</li> <li><input type="checkbox"/> The more able are required to think about learning beyond their key stage.</li> <li><input type="checkbox"/> Students can explain where this new learning fits in with their prior learning.</li> <li><input type="checkbox"/> All students fully understand the requirements for successful learning in the lesson and over time (whether levels, grades or assessment criteria).</li> </ul> <p><b>Teachers use their experience and deep subject knowledge to structure and sequence learning. They make use of imaginative strategies and resources (including other adults) to introduce new learning, promote resilience, confidence and independence.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All students are fully engaged in the learning process both within this lesson and over the course of previous lessons.</li> <li><input type="checkbox"/> Students demonstrate a thirst for knowledge and a love for the subject.</li> <li><input type="checkbox"/> Students quickly and effectively acquire knowledge, develop skill, and then apply what they have learned; students demonstrates deep understanding.</li> <li><input type="checkbox"/> Homework consistently enhances and/or embeds learning.</li> </ul>	<p><b>Teacher assessment is accurate and informs planning of effective learning activities to challenge most students and ensure the individual needs of most students met.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Most students experience challenge in their learning for the vast majority of the lesson.</li> <li><input type="checkbox"/> A very small minority of students are not stretched to their full potential and could be pushed further to develop their intrigue/curiosity beyond their key stage.</li> <li><input type="checkbox"/> Students are clear of what they are learning and why.</li> <li><input type="checkbox"/> Students individually know what they must do in the lesson and have some idea of how this will help them make progress in their learning, often in terms of appropriate learning outcomes and/or assessment criteria.</li> </ul> <p><b>Teachers use their secure subject knowledge to structure and sequence learning strategies (making use of other adults) to effectively introduce new learning, promote independence and develop students' capacity to learn from their mistakes.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The vast majority of students are interested in the learning and engage in effective learning activities when presented with them. A very small minority of students require the instruction/direction of the teacher(s) to engage in learning.</li> <li><input type="checkbox"/> Students are encouraged to learn from their mistakes and most students are keen to learn and build on prior skills and knowledge.</li> <li><input type="checkbox"/> Students apply what they have learned and most demonstrate a consolidation or deepening of their understanding and/or skills.</li> <li><input type="checkbox"/> Useful homework has been set that is in line with the SOW.</li> </ul>	<p><b>Teacher assessment of students' learning results in ineffective learning activities that fail to adequately meet the needs of most students.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A significant number of students do not experience challenge in learning.</li> <li><input type="checkbox"/> Some students experience unnecessary repetition of tasks/work, rather than new learning.</li> <li><input type="checkbox"/> A significant number of students are not stretched to their full potential and may complete tasks slowly and/or 'wait' for others when 'finished'.</li> <li><input type="checkbox"/> Students find the level of challenge too high or too low. Learning outcomes are not differentiated appropriately to show how students can progress.</li> <li><input type="checkbox"/> Students may be able to articulate what they are 'doing', but not what they are learning.</li> </ul> <p><b>Teacher fails to structure and sequences learning strategies that ensure the individual needs of students are usually met.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student learning is disjointed and sequencing of learning may be confusing for students at times.</li> <li><input type="checkbox"/> Students may attempt activities, but a significant number of students do not fully understand the task or cannot access the learning, so they lack focus and/or drift off task.</li> <li><input type="checkbox"/> For a significant number of students the level of challenge is inappropriate. Students may be compliant, but experience little development of knowledge and or skills.</li> <li><input type="checkbox"/> A significant number of students are apathetic about their learning and show little desire to learn, improve or achieve.</li> <li><input type="checkbox"/> Homework is not set, or lacks relevance or challenge.</li> </ul>
Clarification and Assessment	<p><b>Teacher frequently communicates high quality diagnostic feedback of current progress and makes explicit the required learning for individual students.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students are able to self and peer assess work to help improvement to their own and their peers' learning. (CIA)</li> <li><input type="checkbox"/> Students fully understand and can explain the next steps in their learning. They have a thorough understanding of their progress and have acted on the advice/feedback from their teacher(s). (FBI)</li> <li><input type="checkbox"/> Over time, students acquire an understanding of what they must do to reach the next grade or level.</li> </ul> <p><b>Teacher clearly identifies individual students and knows the precise capabilities of the group. Teacher systematically assesses student progress throughout lessons and is able to anticipate and intervene/support to maximise learning.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All students engage in activities that clarify and assess their understanding when presented with new learning.</li> <li><input type="checkbox"/> Common misconceptions are pre-empted where appropriate.</li> <li><input type="checkbox"/> Almost all students make rapid and sustained progress over time as evidenced by their work and ability to describe their learning.</li> </ul>	<p><b>Teacher regularly communicates the progress students are making and how to improve through assessment and dialogue.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students are aware of their current attainment and areas for improvement, often referring to a specific grade or target in their book/work.</li> <li><input type="checkbox"/> After assessment most students respond to teacher feedback by making improvements to their work. (FBI)</li> </ul> <p><b>Teachers clearly know the group and the progress they are making during the scheme of work. Teacher regularly monitors student learning during lessons, to reshape activities and explanations to improve learning.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Most students engage in activities that clarify and assess their understanding.</li> <li><input type="checkbox"/> Where students have a misunderstanding, the teacher intervenes and puts this right before the end of the lesson.</li> <li><input type="checkbox"/> Most students make good progress against the intended learning outcomes in the lesson.</li> <li><input type="checkbox"/> Most students made good progress over time, given their different starting points.</li> </ul>	<p><b>Teacher does not successfully communicate the progress students are making and/or how to improve.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students are unaware of their current attainment or are unable to identify what they must do to improve.</li> <li><input type="checkbox"/> Work is marked by the teacher and levels/grades may be given, but most students either ignore feedback or there is no requirement to respond.</li> </ul> <p><b>Teacher does not know the starting points of a significant number of students in the group. Teacher fails to monitor students' work effectively.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A significant number of students do not engage in activities that clarify and assess their understanding.</li> <li><input type="checkbox"/> A significant number of students still have misunderstandings at the end of the lesson.</li> <li><input type="checkbox"/> A significant number of students fail to make sufficient progress against the intended outcomes in the lesson.</li> <li><input type="checkbox"/> A significant number of students fail to make good progress over time, given their starting points.</li> </ul>