

What does Good and Outstanding Teaching and Learning look like (suggestions)

Ofsted Criteria (Good)	What would you expect to see?	Ofsted criteria (Outstanding)	What would you expect to see?
<p>1. Teaching in most subjects, including English and mathematics, is usually good, with examples of some outstanding teaching.</p> <p>As a result, most pupils and groups of pupils currently on roll in the school, including disabled pupils, those who have special educational needs, and those for whom the pupil premium provides support make good progress and achieve well over time.</p>	<p>Pupils</p> <p>Clear understanding of the purpose of the lesson / activity, what they know already and where the lesson fits into the learning process. Pupil have a clear understanding of the LO/ LO and are aware of their targets and how well they are doing. They understand the success criteria and can self-assess their work against them Responses, contributions and work provide clear evidence of learning and of good progress in relation to their starting points.</p> <p>Books indicate progression in learning and appropriate degree of challenge. Feedback in books provides clear guidance with evidence to show that advice acted upon. Pupils respond well to support which is appropriate to meet specific needs (learning focussed)</p>	<p>Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good.</p> <p>As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs and those for whom the pupil premium provides support, are making rapid and sustained progress.</p>	<p>Pupils</p> <p>In depth understanding of the purpose of the lesson within the learning sequence and the links with previous learning (more long term K&U) Know exactly what they are expected to learn (relating to challenging LO/LO) and how to demonstrate this and what they need to do to make further progress. Pupils are able to accurately assess their own and each others learning in relation to the LO and can talk with clarity about their own learning outcomes, often setting own next steps. Responses, contributions and work provide clear evidence of rapid and sustained progress Books indicate progression in learning and a high degree of challenge. Feedback (oral and written) received is well- focussed and diagnostic to challenge and support learning to meet challenging targets – and pupils have acted upon advice Pupils respond well to support, which is well matched to meet the specific needs and encourages independence providing strategies to overcome barriers to learning.</p>
	<p>Teacher</p> <p>Data used effectively to plan lesson with sufficient challenge for all groups of pupils. Well differentiated. Planned lesson taking into account targets and current performance of pupils Data indicates good achievement over time for the group. (SEN and Pupil premium (FSM/LAC) pupils identified) Learning objectives and outcomes appropriate for the range of abilities of the group. Awareness of range of abilities and needs, pitched at correct level or grade. Lesson builds upon prior K, U and skills to ensure that pupils make good progress. Differentiated to avoid barriers to learning Pace of learning appropriate to range of abilities.</p>		<p>Teacher</p> <p>Data used effectively to plan lesson with high degree of challenge for all groups of pupils. Planned lesson taking into account targets and current performance of all pupils. Consistent drive for rapid learning and progress. Data indicates rapid and sustained progress over time for the group (exceptional achievement over time) (SEN and Pupil premium pupils (FSM/LAC) identified with significant closing of gaps) Learning journey closely monitored and planned to extend beyond the classroom. All learning valued and built upon e.g. homework, extra curricular activities etc</p>

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2. Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.	Pupils All pupils taking part (no hiding place) being asked appropriately pitched questions to improve learning. Written / verbal responses by pupils used by teacher to refocus the lesson. Pupils asking some reflective questions about their own and other's work in response to effective questioning. Pupils learning openly from each other Pupils act on advice given / respond to feedback Pupils feel confident to ask questions to address areas of misunderstanding More than one pupil involved in answering / developing answer to a question...dialogue extends beyond 1 to 1 teacher to pupil	Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.	Pupils Actively contribute to questioning and receiving focussed feedback on outcomes of activities/ questioning at key points in the lesson / learning activity. Pupils working more independently within a culture of more extended dialogue and expectation to ' think things through ' Pupils working on challenging activities with intervention as and when required. Have good rapport with staff , extremely positive learning ethos
	Teacher T encourages more extended dialogue using a range of questions including more Higher order questioning Expectation of more lengthy answers to unpick K&U Good balance of class questioning and more focussed group or 1 to 1 questioning. Learning monitored using a range of progress checks. T observes class and then intervenes when appropriate (good balance of teacher and pupil input) Progress checks used to refocus the learning which may result in deviation from the lesson plan e.g. use of mini plenaries / plenaries Effective feedback provided for pupils		Teacher The teacher is constantly coaching pupils in understanding how their learning is progressing and how to recognise it Class discussion is skilfully developed to encourage more focussed dialogue and independence . Expectation of contributions from all Probing questions used to challenge K&U, expectation to explain ideas, concepts, strategies or reasoning at all levels The teacher and the students develop the learning together in response to the progress made Intervention is sharply focussed and timely , matching individual needs accurately Not afraid to take risks and to deviate from the planned learning route

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<p>3. Teachers assess pupils' learning and progress regularly and accurately. They ensure that pupils know how well they have done and what they need to do to improve.</p>	<p>Pupils Understand the obj / outcomes of the lesson and the purpose of the activities linked to the learning journey. Have clarity about what they know, need to know and should know. Re. K U and Skills. Can relate to target grades / levels (very familiar) Activities are linked to levels/ grades so pupils have clarity about expectations in the lesson and expected progress over time Books indicate effective regular feedback with clear guidance about how to improve and pupil acting upon advice given. Pupils have a clear understanding of ongoing working at level / grade</p>	<p>Consistently high quality marking and constructive feedback from teachers ensures that pupils make rapid gains</p>	<p>Pupils Pupils actively using feedback (both verbal and written) to improve their K&U and to question their performance Pupils having a detailed understanding of their learning and the next steps.</p>
	<p>Teacher Plans indicate effective use of data to plan for progress in learning taking in to account the range of abilities in the group. Obj / diff. outcomes appropriate for the range of abilities in the group (pitched at correct level / grade) Progress in learning (progress towards the LO) checked through a range of strategies to involve most pupils (mini plenaries but are not too inhibiting to the flow of the lesson) Plenary planned to take stock of progress made, consolidate learning and to plan next steps. Explicit strategies to involve all pupils to check progress Teaching assistants actively involved in the process , have clarity about pupil performance to target support appropriately</p>		<p>Teacher Marking is highly focused , appropriately timed and sets clear targets that relate to learning needs and engages pupils so they take action Feedback (oral and written) provided is well- focussed and diagnostic to challenge and support learning to meet challenging targets for all pupils. Time is provided for pupils to reflect on the feedback and to take action. Encourage independence and self motivation.</p>

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4. Teachers have high expectations . They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum .	Pupils All are generally engaged, motivated and interested. All take part in activities. Respond well to guidance provided by the teacher re. conduct. Pupils are aware of targets, current performance and next steps. Books / files indicate generally positive attitudes to learning and work indicates an appropriate level of challenge for ability range.	All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum .	Pupils A learning buzz with almost all pupils actively and enthusiastically engaged with activities Evidence in books indicates a commitment to learning, high standards/ high degree of completion
	Teacher Assessment data used fully to plan LO/LO to enable good progress to be made Clear routines and protocols in place, consistent with school policy to ensure that positive attitudes to learning make a strong contribution to the progress made. Conduct issues are dealt with effectively and swiftly. Lesson planned to meet the needs of the range of abilities and to provide adequate challenge. Good balance of teacher/ pupil input. No hiding place expectation for all to take part. Use of no hands up or random selection. Marking provides advice and guidance to secure good progress, has expectation for completion of work and homework. Plans and sets challenging, differentiated and clear objectives		Teacher Assessment data used to plan LO/LO to effectively challenge to enable rapid gains to be made Teacher sets challenging goals and has very high expectations of all pupils in the lesson and over time (consistent) A culture of high levels of engagement, interest, resilience, confidence, courtesy, collaboration and cooperation has developed over time.

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<p>5. Effective teaching strategies, including setting appropriate homework and appropriately targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons.</p>	<p>Pupils</p> <p>Pupils provided with activities suited to their ability. Support provided is appropriate and provides a framework for learning. Most pupils or groups of pupils make good progress evidenced from classwork / homework in books / files or from responses. Variety in tasks , differentiated for range of learners Homework seen to link well to the lessons and allow for next steps to be used for next few lessons</p>	<p>Teachers use well-judged and often inspirational teaching strategies, including setting appropriate homework that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.</p>	<p>Pupils</p> <p>Pupils engaged enthusiastically in activities well matched to their particular needs. Pupils thrive within a 'taking risks culture' being provided with opportunities to make choices</p> <p>Support received is well matched to meet the specific needs and encourages independence providing strategies to overcome barriers to learning.</p>
	<p>Teacher</p> <p>Varied range of activities planned to match to ability range of the group. Effective use of modelling and scaffolding A range of high quality resources used to motivate and enthuse, including ICT. Effective use of assessment data to target support / teaching to match needs of the group. Allocated TA support is well focussed and contributes to learning Teacher plans homework as part of the learning process Homework set appropriate to range of abilities in the group The teaching is flexible and responds to learning needs – adjusting whenever appropriate to make maximum progress</p>		<p>Teacher</p> <p>Use of excellent subject knowledge and thorough knowledge of the group develop imaginative approaches or activities to secure rapid progress for all pupils. Effective differentiation to provide support but also sufficient challenge for all abilities</p>

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<p>6. Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.</p>	<p>Pupils</p> <p>Actively engaged, interested and motivated. Show respect for the staff and their peers Willingness to contribute. Understanding of activities and purpose Pupils supportive of each other Disruption to learning is extremely rare. Pupils are resilient</p>	<ul style="list-style-type: none"> Teachers and other adults generate high levels of engagement and commitment to learning across the whole school. 	<p>Pupils</p> <p>Learning buzz, all pupils engaged and interested showing high degree of self motivation Pupils highly supportive of each other. Impeccable behaviour. Pupils display high degrees of resilience Actively committed to own LO/LO and can talk with clarity about progress made</p>
	<p>Teacher</p> <p>Positive learning environment with good (appropriate) use of praise Teacher delivers lesson with energy, enthusiasm and interest. Pace of learning swift, little dead time. Strategies use to involve all pupils (no hiding place) Learning developed using relevant themes / activities TA / other adults confident to take an active role in the learning evidence of shared planning T uses positive language for learning Good balance of teacher and pupil input</p>		<p>Teacher</p> <p>Activities / approach encourages independence. Encourages 'taking risks approach', developed 'safe' learning environment so its Ok to get it wrong.</p> <p>T and / or TA promotes learning environment where risk taking is encouraged.</p> <p>Dialogue is skilfully facilitated.</p> <p>Plan lessons with a high proportion of independent learning, choice and collaborative activity</p> <p>Mutually supportive environment</p>

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7. Reading, writing, communication and mathematics are taught effectively .	Pupils Pupils receive some support in developing RWCM skills where appropriate Pupils have an understanding about how skills from English and Maths can be transferred and used in any subject Pupils aware of expectations across the school e.g. writing in full sentences	The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum	Pupils Pupils using the same strategies across subject areas e.g. skimming. Scanning, graphs Books indicate consistent approaches used across subject areas Pupils confident in applying the skills and can independently select appropriate approaches / support e.g. writing frames Rapid gains made re. literacy / mathematics as a result of consistency
	Teacher Planning has considered the RWCM implications and shows an awareness of the strategies required to support some or all of the pupils in those skill areas. Scaffolding / modelling used where required. Active teaching of specific skills required for the activity or for some groups should be observed Support staff model common strategies Teaching of the skill rather than merely providing opportunities to use the skill evident		Teacher Activities planned encourage the development of skills as well as K&U through group work, discussion, communication through a range of media, use of common strategies eg. calculations. Consistent approach used across dept / school Teachers model best practice re. written / verbal communication Learning environment used effectively to encourage development of the skill e.g. displaying exemplar material for writing styles, explicit use of mathematical approaches in display work re. sports results, team points etc re. averages/ percentages

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<p>8. Pupils' attitudes to learning are consistently positive and low-level disruption in lessons is uncommon.</p> <p>There is a positive ethos in the school, and pupils behave well, have good manners and are punctual to lessons.</p> <p>Behaviour is managed consistently well. There are marked improvements in behaviour over time for individuals or groups with particular behavioural needs.</p>	Pupils	<p>Pupils' attitudes to learning are exemplary.</p> <p>Pupils' behaviour outside lessons is almost always impeccable. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality.</p>	Pupils
	Teacher	<p>Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs</p>	Teacher