

The Learning Portfolio Aspect Criteria Document.

Name:

School:

Subject Area:



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Aspects:

1. Subject Knowledge.
2. Planning and Preparation.
3. Methods, Resources and Assistants.
4. Classroom Management.
5. Questioning.
6. Engagement.
7. Challenge.
8. Assessment, Monitoring and Feedback.
9. Thinking Skills.
10. Study Skills.
11. Use of ICT.
12. Continuing Professional Development.

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Aspect:	Subject Knowledge
Description of Aspect:	<i>The teacher's knowledge of the subject they are which forms the bedrock of the content and skills that needs to be learned by students. Subject knowledge, along with knowledge of teaching and learning (pedagogic knowledge) go together to improve learning.</i>

Level:	Guidance Material:	Notes:
Bronze	<ul style="list-style-type: none"> • The teacher demonstrates a satisfactory¹ degree of subject knowledge² when questioned about the content of the lesson by students or other teachers³. • The teacher can demonstrate appropriate methods⁴ for structuring and delivering the content. • The teacher responds appropriately⁵ when questioned by students during the lesson. • The teacher is able to provide subject knowledge in a form that is accessible to the large majority⁶ of students. • The teacher can link the subject knowledge of the lesson to other areas⁷ of the subject or other curriculum areas with some confidence⁸. • All students make the progress expected given their starting point⁹. A large majority of students make good¹⁰ progress. 	<p>Satisfactory¹ means that the knowledge and skills being provided are correct and that students are not being provided with incorrect information, answers or responses to questions on any occasion. If the teacher does not know an answer, then students need to be told this.</p> <p>Subject knowledge² is knowledge of the subject content and skills being taught and evidenced for the learning portfolio.</p> <p>Students or other teachers³ refers to the students being taught and teachers who are observing the lesson or otherwise evidencing learning for the portfolio.</p> <p>Appropriate methods⁴ refers to the delivery of the content and skills that are most appropriate for the delivery of the material and for the facilitation of learning. E.g. a science lesson may contain a demonstration, factual information and a practical investigation so that students can investigate the factors that cause a material to rust.</p> <p>Appropriately⁵ in this context means that students are provided with clear and correct information or students are informed by the teacher when the teacher is unsure of a correct response.</p> <p>Large majority⁶ means no less than 80%.</p> <p>Other areas⁷ means related areas within a subject or in another a subject. E.g. students studying equations and graphs in maths can apply similar knowledge to other areas such as science, geography or business studies.</p> <p>Some confidence⁸ means that the teacher can give a good, correct answer to a question, or make links between subject areas, without being unsure and giving incorrect information.</p> <p>Starting points⁹ refer to the current stage of learning that the student is at, based on the most recent and up to date assessment.</p> <p>Good¹⁰ is when students acquire knowledge, develop understanding and practise skills well.</p>
Silver	<ul style="list-style-type: none"> • The teacher demonstrates a good degree of subject knowledge¹¹ when questioned about the content of the lesson by students or 	<p>A good degree of subject knowledge¹¹ means that the teacher can provide an extra depth and breadth of correct information and skills for students about the subject being covered with confidence.</p> <p>Students or other teachers¹² refers to the students being taught and</p>

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	<p>other teachers¹².</p> <ul style="list-style-type: none"> • The teacher can demonstrate a good range appropriate methods¹³ for structuring and delivering the content. • The teacher responds appropriately¹⁴ when questioned by students during the lesson, using their subject knowledge to improve understanding or correct misconceptions¹⁵. • The teacher is able to provide good subject knowledge¹⁶ in a form that is accessible to most¹⁷ students. • The teacher can link the subject knowledge of the lesson to other areas of the subject or other curriculum areas¹⁸ very well¹⁹. • A very large majority²⁰ of students make good²¹ progress and some make outstanding²² progress. 	<p>teachers who are observing the lesson or otherwise evidencing learning for the portfolio.</p> <p>A good range of appropriate methods¹³ means a variety of techniques that are fit for purpose are being used to aid learning. Appropriately¹⁴ means that students are provided with the correct depth of information when questioned without it being confusing, ambiguous or incorrect. When unsure, the teacher informs the students and ensures that the answer can be obtained for the next lesson.</p> <p>Improve understanding or correct misconceptions¹⁵ refers to how the teacher uses a variety of teaching techniques to ensure that students understand a concept or reconfigure understanding that was previously incorrect.</p> <p>Good subject knowledge¹⁶ means that the teacher has considerably more knowledge and skills than is required by the demands of the curriculum being delivered for all students in the class.</p> <p>Most¹⁷ students means no less than 95%.</p> <p>Other areas of the subject or other curriculum areas¹⁸ means</p> <p>Very well¹⁹ means the teacher can make clear and correct links between areas within or outside a subject area and explain the links clearly. E.g. a languages teacher can explain clearly and correctly the similarities and differences between verb conjugations in French and German.</p> <p>A very large majority²⁰ means no less than 90%.</p> <p>Good²¹ is when students acquire knowledge, develop understanding and practise skills well.</p> <p>Outstanding²² is when students acquire knowledge, develop understanding and practise skills exceptionally well.</p>
<p>Gold</p>	<ul style="list-style-type: none"> • The teacher demonstrates an excellent²³ degree of subject knowledge when questioned about the content of the lesson by students or other teachers²⁴. • The teacher can demonstrate a range of highly appropriate methods²⁵ for structuring and delivering the content. • The teacher responds very appropriately²⁶ when questioned by students during the lesson, explaining knowledge-based issues clearly, efficiently and correctly, considering the student being addressed. • The teacher is able to provide excellent subject knowledge in a form that is highly accessible²⁷ to all students. 	<p>Excellent²³ degree of subject knowledge means that the teacher has an outstanding subject knowledge and can explain information in an area clearly to students ranging from very low to very high ability with high accuracy and confidence.</p> <p>Students or other teachers²⁴ refers to the students being taught and teachers who are observing the lesson or otherwise evidencing learning for the portfolio.</p> <p>Highly appropriate methods²⁵ are those that are most fit for purpose, considering the nature of the work to be covered and the students for whom the work is being structured.</p> <p>Very appropriately²⁶ means that the teacher responds in a manner that praises or corrects an answer and allows the student to develop their learning. The response will take into consideration the student and the cognitive demand of the material being addressed.</p> <p>Highly accessible²⁷ means that the methods and resources being used are matched to the needs of each student so as to maximise learning.</p>

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	<ul style="list-style-type: none">• The teacher can link the excellent subject knowledge of the lesson to other areas of the subject or other curriculum areas extremely²⁸ well when necessary.• All²⁹ students make good³⁰ progress and the majority³¹ of students make outstanding³² progress.	<p>Extremely well²⁸ in this context means that the teacher can link content in one area to content in another area very clearly and with a high degree of accuracy and confidence.</p> <p>All²⁹ refers to 100% of students in the class.</p> <p>Good³⁰ is when students acquire knowledge, develop understanding and practise skills well.</p> <p>Majority³¹ means no less than 80%.</p> <p>Outstanding³² is when students acquire knowledge, develop understanding and practise skills exceptionally well.</p>
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Aspect:	Planning and Preparation
Description of Aspect:	<i>The planning of what is going to be learned in advance of the lesson and how the teaching will be structured to ensure that learning is maximised. The preparation of any resources, materials or people in advance of the lesson so that learning is maximised for all students.</i>

Level:	Guidance Material:	Notes:
Bronze	<ul style="list-style-type: none"> ● Learning objectives are present and suitable and it is clear what the large majority¹ of students are expected to learn. ● The lesson is appropriately structured² so that learning can take place effectively for the large majority of students. ● Appropriate resources and materials³ are prepared, including those for use as homework. ● The teaching area⁴ and teaching assistants have been organised⁵ so that learning can occur for the large majority of students. ● Assessment opportunities⁶ have been planned so that the large majority of students' understanding can be diagnosed and new learning⁷ can be achieved effectively. ● All students⁸ make the progress expected given their starting points⁹. A large majority of students make good¹⁰ progress. 	<p>Large majority¹ means no less than 80% of students.</p> <p>Appropriately structured² means that the lesson is suitable in terms of the use of e.g. a starter, main body and plenary activity. A plenary activity should ensure that the teacher can effectively gauge what the large majority of students have learned during the lesson.</p> <p>Appropriate resources and materials³ are those that are fit for the class as a whole. These materials should engage, stimulate and challenge the large majority of students.</p> <p>The teaching area⁴ refers to a classroom or other area where teaching occurs.</p> <p>Teaching assistants have been organised⁵ means that teaching assistants know which students they are to be working with and what work needs to be covered, as well as how they are going to work with these students.</p> <p>Assessment opportunities⁶ refers to the use of summative, formative and ipsative methods to assess the progress being made by students before, during and after the lesson.</p> <p>New learning⁷ refers to the knowledge, understanding and skills that students have acquired based on prior assessment and via exposure to the teaching structures and learning opportunities within the lesson or sequence of lessons.</p> <p>All students means 100% of students within the lesson.</p> <p>Starting points⁹ refer to the current stage of learning that the student is at, based on the most recent and up to date assessment.</p> <p>Good¹⁰ is when students acquire knowledge, develop understanding and practise skills well.</p>
Silver	<ul style="list-style-type: none"> ● Learning objectives are present, clearly structured¹¹, suitable and very clear with respect to what most¹² students are expected to learn. ● The lesson is very well structured¹³ so that learning can take place effectively for most students. ● A selection of high quality resources and materials¹⁴ are prepared, including those for use as homework. 	<p>Clearly structured¹¹ means that the learning objectives have been structured in a way that enables clear understanding of what students are going to do and how students are going to do it. Regular reference to the learning objectives should occur during the lesson.</p> <p>Most¹² means no less than 95% of students.</p> <p>Very well structured¹³ means that the lesson is suitable in terms of the use of e.g. a starter, main body and plenary activity. Mini plenaries and a series of sequenced questions may be used to ensure that the teacher can effectively gauge what the large majority of</p>

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	<ul style="list-style-type: none"> • The teaching area¹⁵ and teaching assistants have been well organised¹⁶ so that learning is maximised. • Assessment opportunities¹⁷ have been planned so that most students' understanding can be diagnosed and new learning¹⁸ can be achieved effectively. • A very large majority¹⁹ of students make good²⁰ progress given their starting points²¹ and some make outstanding²² progress. 	<p>students are learning at a number of key places during the lesson, whilst enabling students to work independently and collaboratively at times if necessary.</p> <p>High quality resources and materials¹⁴ are those that are fit for the class as a whole but also tailored to the needs of specific groups of students. These materials should engage, stimulate and challenge most students.</p> <p>The teaching area¹⁵ refers to a classroom or other area where teaching occurs.</p> <p>Teaching assistants have been well organised¹⁶ means that teaching assistants know which students they are to be working with and what work needs to be covered, based on specific directions from the teacher with reference to specific student information.</p> <p>Assessment opportunities¹⁷ refers to the use of summative, formative and ipsative methods to assess the progress being made by students before during and after the lesson.</p> <p>New learning¹⁸ refers to the knowledge, understanding and skills that students have acquired based on prior assessment and via exposure to the teaching structures and learning opportunities.</p> <p>A very large majority¹⁹ means no less than 90% of students.</p> <p>Good²⁰ is when students acquire knowledge, develop understanding and practise skills well.</p> <p>Starting points²¹ refer to the current stage of learning that the student is at, based on the most recent and up to date assessment.</p> <p>Outstanding²² progress is when students acquire knowledge, develop understanding and practise skills exceptionally well.</p>
<p>Gold</p>	<ul style="list-style-type: none"> • Learning objectives are present, clearly structured, suitable and it is clear what all²³ students are expected to learn. • The lesson is excellently structured²⁴ so that learning can take place effectively for all students. • A selection of excellent resources and materials²⁵ are prepared, including those for use as homework. • The teaching area²⁶ and teaching assistants have been highly organised²⁷ so that learning is maximised. • Assessment opportunities²⁸ have been planned so that students' understanding can be diagnosed and new learning can be achieved effectively. • All students make good²⁹ progress given their starting points³⁰ and 	<p>All²³ means 100% of students.</p> <p>Excellently structured²⁴ means that the lesson structure, e.g. starter, main body and plenary, enables all students to reach their full potential via appropriate use of e.g. pace, differentiated activities, questioning, challenge, engagement, thinking skills, study skills, use of ICT. A plenary or series of mini plenaries should be deployed to check that progress for all students is at least good.</p> <p>Excellent resources and materials²⁵ refers to e.g. the use of ICT and non-ICT techniques that enable each student to maximise their learning through class, group, pair or individual work. Such resources and materials may involve appropriate questioning techniques, thinking skills, study skills, challenge and the use of ICT which engage and motivate all students and allow them to achieve outstanding progress.</p> <p>The teaching area²⁶ refers to a classroom or other area where teaching occurs.</p> <p>Teaching assistants have been highly organised²⁷ means</p> <p>Assessment opportunities²⁸ refers to the use of summative,</p>

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	the majority ³¹ of students make outstanding ³² progress.	formative and ipsative methods to assess the progress being made by students before during and after the lesson. Good ²⁹ is when students acquire knowledge, develop understanding and practise skills well. Starting points ³⁰ refer to the current stage of learning that the student is at, based on the most recent and up to date assessment. Majority ³¹ means no less than 80%. Outstanding ³² progress is when students acquire knowledge, develop understanding and practise skills exceptionally well.
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Aspect:	Methods, Resources and Assistants
Description of Aspect:	<i>The teaching methods and resources that are deployed to help facilitate teaching and learning. The use of teaching assistants within the classroom environment to aid and assist learning.</i>

Level:	Guidance Material:	Notes:
Bronze	<ul style="list-style-type: none"> ● Teaching methods¹ are used in a manner that helps structure teaching so that appropriate, new learning can occur for the large majority² of students. ● Appropriate materials and resources³ are deployed effectively, relating to the needs of the large majority of students and the content and skills which need to be covered. ● Teaching Assistants are deployed in a way that ensures that students who need specific support⁴ are aided in their learning. ● Methods for students to reflect on learning⁵ are used so that students can monitor their performance and plan for the next stage. ● Methods for teachers to reflect on teaching⁶ are used so that they can adapt their teaching to meet the needs of their students. ● All students⁷ make the progress expected given their starting points⁸. A large majority of students make good⁹ progress. 	<p>Teaching methods¹ refers to the ways the teacher involves students in the teaching and learning episode, e.g. via direct instruction, through enquiry-based activities, demonstration, modelling or questioning. At this level, the teaching methods would be fit for the class as a whole.</p> <p>Large majority² means no less than 80% of students.</p> <p>Appropriate resources and materials³ are those that are fit for the class as a whole. These materials should engage, stimulate and challenge the large majority of students.</p> <p>Teaching assistants are deployed⁵ means that teaching assistants are effectively working with a small number of specific students, covering the appropriate work and carrying out the tasks given to them by the teacher.</p> <p>Specific support⁴ refers to students identified as needing specialised support.</p> <p>Methods for students to reflect on learning⁵ means, e.g. assessment opportunities within the lesson that allow students to monitor what they know, where they are in terms of their learning and how to improve.</p> <p>Methods for teachers to reflect on teaching⁶ refers to the teacher engaging in the self-reflective process of teaching to allow them to determine how they might change the manner of their delivery.</p> <p>All students⁷ means 100% of students within the lesson.</p> <p>Starting points⁸ refer to the current stage of learning that the student is at, based on the most recent and up to date assessment.</p> <p>Good⁹ is when students acquire knowledge, develop understanding and practise skills well.</p>
Silver	<ul style="list-style-type: none"> ● Teaching methods¹⁰ are used in a manner that helps structure teaching so that appropriate, good quality learning can occur for most students. ● Appropriate materials and resources¹¹ are deployed effectively, relating to the needs of most students and the content and skills which need to be covered. 	<p>Teaching methods¹⁰ refers to the ways the teacher involves students in the teaching and learning episode, e.g. via direct instruction, through enquiry-based activities, demonstration, modelling or questioning. At this level, the methods would be fit for specific, pre-identified groups of students within the class.</p> <p>Appropriate resources and materials¹¹ are those that are fit for the class as a whole and differentiated accordingly for groups of students within the class. These materials, which may be significantly different in terms of structure and content, should engage, stimulate and</p>

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	<ul style="list-style-type: none"> • Teaching Assistants are deployed in a way that ensures that students who need specific support¹² are aided in their learning. • Methods for students to reflect on learning¹³ are used so that students can monitor their performance and plan for the next stage. • Methods for teachers to reflect on teaching¹⁴ are used so that they can adapt their teaching to meet the needs of their students. • A very large majority¹⁵ of students make good¹⁶ progress given their starting points¹⁷ and some make outstanding¹⁸ progress. 	<p>challenge most students.</p> <p>Teaching assistants are deployed⁵ means that teaching assistants are effectively working with a small number of specific students, covering the appropriate work and carrying out the tasks given to them by the teacher.</p> <p>Specific support⁴ refers to students identified as needing specialised support.</p> <p>Methods for students to reflect on learning¹³ means, e.g. assessment opportunities within the lesson that allow students to monitor what they know, where they are in terms of their learning and how to improve. In addition to assessment, students could e.g. be asked to think metacognitively or to keep a learning diary.</p> <p>Methods for teachers to reflect on teaching¹⁴ refers to the teacher engaging in the self-reflective process of teaching to allow them to determine how they might change the manner of their delivery. It could involve discussion with other professionals, engagement in a relevant programme of CPD or action research and it could involve exposure to metacognitive strategies to help aid the planning, monitoring and evaluation of the reflection process.</p> <p>A very large majority¹⁵ means no less than 90% of students.</p> <p>Good¹⁶ is when students acquire knowledge, develop understanding and practise skills well.</p> <p>Starting points¹⁷ refer to the current stage of learning that the student is at, based on the most recent and up to date assessment.</p> <p>Outstanding¹⁸ progress is when students acquire knowledge, develop understanding and practise skills exceptionally well.</p>
<p>Gold</p>	<ul style="list-style-type: none"> • Teaching methods¹⁹ are used in a manner that helps structure teaching so that appropriate, good quality learning can be achieved by all²⁰ students. • Appropriate materials and resources²¹ are deployed effectively, relating to the needs of each individual student and the content and skills which need to be covered. • Teaching Assistants are deployed²² in a way that ensures that all students are aided in their learning. • Methods for students to reflect on learning²³ are used so that students can monitor their performance and plan for the next stage. • Methods for teachers to reflect on teaching²⁴ are used so that they can adapt their teaching to meet the needs of their students. 	<p>Teaching methods¹⁹ refers to the ways the teacher involves students in the teaching and learning episode, e.g. via direct instruction, through enquiry-based activities, demonstration, modelling or questioning. For this level, the teaching methods would be adapted to meet the needs of each individual student.</p> <p>All²⁰ means 100% of students.</p> <p>Appropriate resources and materials²¹ are those that are fit for the class as a whole and differentiated accordingly for each individual student within the class. These materials, which may be significantly different in terms of structure and content, should engage, stimulate and challenge all students.</p> <p>Teaching assistants are deployed²² means that teaching assistants are effectively deployed, working with every student over an appropriate period of time, covering the appropriate work and carrying out the student-specific tasks given to them by the teacher.</p> <p>Methods for students to reflect on learning²³ means, e.g. assessment opportunities within the lesson that allow students to monitor what they know, where they are in terms of their learning and how to</p>

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	<ul style="list-style-type: none">• All students make good²⁵ progress given their starting points²⁶ and the majority²⁷ of students make outstanding²⁸ progress.	<p>improve. In addition to assessment, students could e.g. be asked to think metacognitively or to keep a learning diary.</p> <p>Methods for teachers to reflect on teaching²⁴ refers to the teacher engaging in the self-reflective process of teaching to allow them to determine how they might change the manner of their delivery. It should involve discussion with other professionals, engagement in a relevant programme of M Level CPD or action research and it should involve exposure to metacognitive strategies to help aid the planning, monitoring and evaluation of the reflection process.</p> <p>Good²⁵ is when students acquire knowledge, develop understanding and practise skills well.</p> <p>Starting points²⁶ refer to the current stage of learning that the student is at, based on the most recent and up to date assessment.</p> <p>Majority²⁷ means no less than 80%.</p> <p>Outstanding²⁸ progress is when students acquire knowledge, develop understanding and practise skills exceptionally well.</p>
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Aspect:	Classroom Management
Description of Aspect:	<i>The teacher's use of behaviour management, organisation of the classroom, praise, sanctions and effective planning and teaching to ensure that the atmosphere and environment allows the teacher to teach and the learner to learn.</i>

Level:	Guidance Material:	Notes:
Bronze	<ul style="list-style-type: none"> ● The teacher manages the behaviour¹ of students in an effective and appropriate manner so that the environment is conducive to learning for the large majority² of students. ● Materials, resources and people² are deployed effectively so that effective learning can take place for the majority of students. ● The teacher uses the classroom as an effective way of facilitating learning and celebrating³ students' work. ● The teacher sets out clear ground rules⁴ in terms of expectations of behaviour, seating⁵ and working methods⁶. ● The teacher ensures that time is managed in an effective and efficient manner that so that little⁷ learning time is wasted and learning is maximised. ● All students make the progress expected given their starting points⁸. A large majority of students make good⁹ progress. 	<p>Behaviour¹ refers to the relationship between students and themselves, their peers and their teacher and the curriculum being delivered. In order to ensure positive behaviour, all three need to be addressed.</p> <p>Large majority² means no less than 80%.</p> <p>People³ refers to how the other students and adults are used within the classroom environment to ensure learning can occur. In particular, it refers to the effective use of teaching and learning assistants.</p> <p>Celebrating³ students' work can be via verbal praise, written feedback, display or other methods so that students are encouraged and aware of what they have achieved.</p> <p>Ground rules⁴ are the rules established by the teacher so that students know what is acceptable and unacceptable in terms of behaviour and standards.</p> <p>Seating⁵ refers to how and why students are arranged in the classroom environment – in rows, groups, pairs, etc. and in boy-girl groupings or ability groupings etc. Seating may be used for behavioural reasons, but it should ultimately be used for learning reasons.</p> <p>Working methods⁶ refers to the ways in which teachers and students work together to ensure learning is maximised.</p> <p>Little⁷ means less than 5%.</p> <p>Starting points⁸ refer to the current stage of learning that the student is at, based on the most recent and up to date assessment.</p> <p>Good⁹ is when students acquire knowledge, develop understanding and practise skills well.</p>
Silver	<ul style="list-style-type: none"> ● The teacher manages the behaviour¹⁰ of students in an effective and appropriate manner so that the environment is conducive to learning for most¹¹ students. ● Materials, resources and people¹² are deployed effectively so that effective learning can take place for most students. ● The teacher uses the classroom as a very effective way of facilitating 	<p>Behaviour¹⁰ refers to the relationship between students and themselves, their peers and their teacher and the curriculum being delivered. In order to ensure positive behaviour, all three need to be addressed.</p> <p>Most⁹ students means no less than 95%.</p> <p>People¹² refers to how the other students and adults are used within the classroom environment to ensure learning can occur. In particular, it refers to the effective use of teaching and learning assistants.</p>

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	<p>learning and celebrating¹³ every student's work.</p> <ul style="list-style-type: none"> • The teacher sets out clear ground rules¹⁴ in terms of expectations of behaviour, seating¹⁵ and working methods¹⁶. • The teacher ensures that time is managed in an effective and efficient manner that so that very little¹⁷ learning time is wasted and learning is maximised. • A very large majority¹⁸ of students make good¹⁹ progress and some make outstanding²⁰ progress. 	<p>Celebrating¹³ every student's work can be via verbal praise, written feedback, display or other methods so that every student is encouraged, their work regularly celebrated they are aware of what they have achieved.</p> <p>Ground rules¹⁴ are the rules established by the teacher so that students know what is acceptable and unacceptable in terms of behaviour and standards.</p> <p>Seating¹⁵ refers to how and why students are arranged in the classroom environment – in rows, groups, pairs, etc. and in boy-girl groupings or ability groupings etc. Seating may be used for behavioural reasons, but it should ultimately be used for learning reasons.</p> <p>Working methods¹⁶ refers to the ways in which teachers and students work together to ensure learning is maximised.</p> <p>Very little¹⁷ means less than 5%.</p> <p>A very large majority¹⁸ means no less than 90%.</p> <p>Good¹⁹ is when students acquire knowledge, develop understanding and practise skills well.</p> <p>Outstanding²⁰ is when students acquire knowledge, develop understanding and practise skills exceptionally well.</p>
<p>Gold</p>	<ul style="list-style-type: none"> • The teacher manages the behaviour of students in a highly effective²¹ and appropriate manner so that the environment is conducive to learning for all²² student. • Materials, resources and people²³ are deployed effectively so that effective learning can take place for all students. • The teacher uses the classroom as an excellent way of facilitating learning and celebrating every student's work on a regular²⁴ basis. • The teacher sets out clear ground rules²⁵ in terms of expectations of behaviour, seating²⁶ and working methods²⁷ for every student. • The teacher ensures that time is managed in an effective and efficient manner that so that virtually no learning time²⁸ is wasted and learning is maximised for all students. • All students make good²⁹ progress and the majority of students make outstanding³⁰ progress. 	<p>Highly effective²¹ means that the teacher has a number of behavioural techniques which can be used to help model excellent behaviour and to de-escalate poor behaviour for the vast majority of students.</p> <p>All²² refers to 100% of students in the class.</p> <p>People²³ refers to how the other students and adults are used within the classroom environment to ensure learning can occur. In particular, it refers to the effective use of teaching and learning assistants.</p> <p>Celebrating students' work on a regular²⁴ means</p> <p>Ground rules²⁵ are the rules established by the teacher so that students know what is acceptable and unacceptable in terms of behaviour and standards.</p> <p>Seating²⁶ refers to how and why students are arranged in the classroom environment – in rows, groups, pairs, etc. and in boy-girl groupings or ability groupings etc. Seating may be used for behavioural reasons, but it should ultimately be used for learning reasons.</p> <p>Working methods²⁷ refers to the ways in which teachers and students work together to ensure learning is maximised.</p> <p>No learning time²⁸ wasted means that the overwhelming majority of time is spent on learning during the lesson, with students being highly engaged, stimulated and focused on learning in an appropriate manner.</p> <p>Good²⁹ is when students acquire knowledge, develop understanding</p>

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		and practise skills well. Outstanding ³⁰ is when students acquire knowledge, develop understanding and practise skills exceptionally well.
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Support Materials for this Aspect:	Location of Support Materials:
<i>Pedagogy and Practice: Teaching and Learning in Secondary Schools.</i> <i>Unit 20: Classroom Management.</i> <i>Unit 18: Improving the Climate for Learning.</i>	<i>On CD ROM and Memory Stick that accompanies this material. Find in folder 'support materials'.</i>

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Aspect:	Questioning
Description of Aspect:	<i>The teacher's use of a variety of question types, questioning strategies, activities or games that can be used to diagnose knowledge and understanding, promote thinking and lead onto higher levels of learning.</i>

Level:	Guidance Material:	Notes:
Bronze	<ul style="list-style-type: none"> • The teacher uses questions to diagnose knowledge, understanding and misconceptions that the large majority¹ of students may have. • The teacher involves students in learning via the use of appropriate closed² and open³ questions. • The teacher allows for thinking time⁴ and wait time⁵ during the questioning period. • The Teacher and the large majority of students are aware of the suitability, function and purpose⁶ of the questions. • All students make the progress expected given their starting points⁷. A large majority of students make good⁸ progress. 	<p>Large majority¹ means no less than 80%.</p> <p>Closed questions² are those questions that have one clear answer and these are used to check prior knowledge and understanding. E.g. 'What do we call the process that green plants use to make food?' is an example of a closed question.</p> <p>Open questions³ are questions that allow students to give a variety of different answers, promote reasoning, problem solving and higher order thinking skills. Open questions help pupils to extend their thinking from the concrete and factual to the more analytical and evaluative. Examples could include: 'Explain the differences between the processes of photosynthesis and respiration', 'Given all the information and arguments, explain where you would build the new power station', 'What might affect the size of the electric current in this circuit?'</p> <p>Thinking time⁴ is the time that students are given to think of an answer or possible answers before feeding back to the teacher.</p> <p>Wait time⁵ is the time that a teacher waits before a student answers a question and before speaking after the question has been answered. It is likely to encourage longer answers, a variety of responses, more confidence in answering and more students to ask questions in return.</p> <p>Suitability, function and purpose⁶ relates to whether the question is designed to diagnose knowledge and understanding or to focus students' thinking on key concepts and issues and to lead on to new learning. It is often a good idea to explain to students why you are asking the question and what its function is intended to be.</p> <p>Starting points⁷ refer to the current stage of learning that the student is at, based on the most recent and up to date assessment.</p> <p>Good⁸ is when students acquire knowledge, develop understanding and practise skills well.</p>
Silver	<ul style="list-style-type: none"> • The teacher uses a range of questions⁹ and questioning techniques¹⁰ to diagnose the knowledge, understanding and misconceptions of most students. • The teacher involves students in learning via the use of differentiated 	<p>A range of questions⁹ refers to a mixture of closed and open questions and questions that are structured in terms of demand so that a sequence of questions may lead up to a difficult question rather than the difficult question being asked too soon. The range of questions will depend on what is fit for purpose in terms of the cognitive demand required and the level of challenge that the</p>

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	<p>questions¹¹ with differentiation occurring at two or three levels¹².</p> <ul style="list-style-type: none"> • The teacher involves students in the questioning process¹³ in an appropriate way with a mix of open and closed questions evident and students being encouraged to ask and write their own questions. • The teacher allows appropriate thinking time¹⁴ and wait time¹⁵ during the questioning period based on the ability range¹⁶ of the group as a whole and the demand¹⁷ of the question. • The Teacher and most¹⁸ students are aware of the suitability, function and purpose¹⁹ of the questions. • A very large majority²⁰ of students make good²¹ progress and some make outstanding²² progress. 	<p>teacher deems to be appropriate for the group.</p> <p>Questioning techniques¹⁰ refers to the activities and structures that can be used to structure and ask effective questions. Examples of questioning activities include the use of twenty questions, mystery activities, KWL, team mastery and questdiscussion. Examples of simple structures include the use of CRI or mini whiteboards, random name generators and the 'no hands' rule.</p> <p>Differentiated¹¹ questions are questions that have been structured so that they are of appropriate demand for the individual students in the group.</p> <p>Two or three levels¹² means the questions and content have been structured to account for an appropriate spread of ability, e.g. questions and content may be structured for what 'all, 'most' or 'some' students may be able to answer, based on knowledge of prior knowledge and understanding or student potential.</p> <p>Questioning process¹³ refers to the structuring, asking and answering of questions and how teacher and students are expected to participate in this process during the lesson(s).</p> <p>A Thinking time¹⁴ is the time that students are given to think of an answer or possible answers before feeding back to the teacher.</p> <p>Wait time¹⁵ is the time that a teacher waits before a student answers a question and before speaking after the question has been answered. It is likely to encourage longer answers, a variety of responses, more confidence in answering and more students to ask questions in return.</p> <p>Ability range¹⁶ means the range of student ability within the group as evidenced by data or knowledge, e.g. Yellis, FFT, professional opinion.</p> <p>Demand¹⁷ of the question refers to the cognitive demand of the question in terms of whether it is lower level (asked for recall or knowledge based) or higher level (intended to induce analysis, evaluation, problem solving skills).</p> <p>Most¹⁸ students means no less than 95%.</p> <p>Suitability, function and purpose¹⁹ relates to whether the question is designed to diagnose knowledge and understanding or to focus students' thinking on key concepts and issues and to lead on to new learning. It is often a good idea to explain to students why you are asking the question and what its function is intended to be.</p> <p>A very large majority²⁰ means no less than 90%.</p> <p>Good²¹ is when students acquire knowledge, develop understanding and practise skills well.</p> <p>Outstanding²² is when students acquire knowledge, develop understanding and practise skills exceptionally well.</p>
Gold	<ul style="list-style-type: none"> • The teacher uses a range of excellently²³ structured, planned and 	<p>Excellently²³ structured questioning techniques refers to the use of techniques that are fit for purpose and sequenced in a way that lead</p>

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	<p>spontaneous²⁴ questioning techniques to diagnose the knowledge, understanding and misconceptions of all students.</p> <ul style="list-style-type: none"> • The teacher involves all students in learning via the use of appropriately differentiated²⁵ questions, based on a deep understanding of the specific²⁶ questioning needs of each student. • The teacher involves all students in the questioning process, via the use of closed²⁷, open²⁸, Socratic²⁹ and other types³⁰ of questions when appropriate. • The teacher allows for thinking time³¹ and wait time³² during the questioning period, based on the individual needs of the student and the demand³³ of the question. • Teacher and students are aware of the function and purpose of the questions in a sophisticated³⁴ manner and can understand and explain why the question is being asked. • The teacher refers to Bloom’s Taxonomy³⁵ (or similar construct) when asking or structuring questions. • All³⁶ students make good³⁷ progress and the majority³⁸ of students make outstanding³⁹ progress. 	<p>to effective diagnosis of what students know and don’t know. Following on from this, the teacher needs to ensure that subsequent questions and techniques are used to ensure that high quality new knowledge is formed and students can demonstrate high quality learning.</p> <p>Spontaneous²⁴ means that the teacher can adapt the question type, wording or technique instinctively to meet the needs of the student or situation as it changes.</p> <p>Differentiated²⁵ means that the questions have been structured so that they are of appropriate demand for the individual students in the group.</p> <p>Specific²⁶ questioning needs means the teacher uses a question or technique that is best suited for the individual student.</p> <p>Closed questions²⁷ are those questions that have one clear answer and these are used to check prior knowledge and understanding. E.g. ‘What do we call the process that green plants use to make food?’ is an example of a closed question.</p> <p>Open questions²⁸ are questions that allow students to give a variety of different answers, promote reasoning, problem solving and higher order thinking skills. Open questions help pupils to extend their thinking from the concrete and factual to the more analytical and evaluative. Examples could include: ‘Explain the differences between the processes of photosynthesis and respiration’, ‘Given all the information and arguments, explain where you would build the new power station’, ‘What might affect the size of the electric current in this circuit?’</p> <p>Socratic²⁹ questions are those that can involve students and teachers all asking questions to one another. The teacher needs to orchestrate this carefully, allowing for all students to be involved in the questioning, but ensuring that it doesn’t get out of control.</p> <p>Other types³⁰ of questions are those questions that serve specific functions such as probing, elaborative, metacognitive, rhetorical, playground or unanswerable questions.</p> <p>Thinking time⁴ is the time that students are given to think of an answer or possible answers before feeding back to the teacher.</p> <p>Wait time⁵ is the time that a teacher waits before a student answers a question and before speaking after the question has been answered. It is likely to encourage longer answers, a variety of responses, more confidence in answering and more students to ask questions in return.</p> <p>Demand³³ of the question refers to its cognitive demand – is it a low level question to gauge knowledge and understanding or is it a higher level question intended to get students to be analytical and evaluative?</p> <p>Function and purpose of the questions in a sophisticated³⁴ manner</p>
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		<p>manner refers to the extent that a teacher can structure and ask a sequence of questions in a skilled manner that will ensure that learning is maximised for all.</p> <p>Bloom's Taxonomy³⁵ refers to the six levels of questions, namely knowledge, understanding, application, analysis, synthesis and evaluation. Questions can be structured using question stems for each of the six levels and students often benefit from knowing which level(s) on Bloom's Taxonomy they are being exposed to, so that they know the degree of detail and sophistication that their responses needs to contain</p> <p>All³⁶ refers to 100% of students in the class.</p> <p>Good³⁷ is when students acquire knowledge, develop understanding and practise skills well.</p> <p>Majority³⁸ means no less than 80%.</p> <p>Outstanding³⁹ is when students acquire knowledge, develop understanding and practise skills exceptionally well.</p>
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Support Materials for this Aspect:	Location of Support Materials:
<p><i>Pedagogy and Practice: Teaching and Learning in Secondary Schools.</i> <i>Unit 7: Questioning.</i></p> <p><i>ULT Publication: Questions and Questioning.</i></p>	<p><i>On CD ROM and Memory Stick that accompanies this material. Find in folder 'support materials'.</i></p>

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Aspect:	Engagement
Description of Aspect:	<i>The teacher's use of materials, resources, techniques and strategies to ensure that the teaching is stimulating, interesting, relevant and fit for purpose. The engagement of students in this way should ensure that learning is enhanced.</i>

Level:	Guidance Material:	Notes:
Bronze	<ul style="list-style-type: none"> • The teacher ensures that the lesson starts on time and that the large majority¹ students are focused². • The teacher ensures that the pace³ of the lesson is appropriate with the majority of students being involved in the activity or activities throughout the lesson. • The teacher directs, involves or visits students in a way that engages and motivates⁴ the large majority of them throughout the lesson. • The teacher ensures that the work being undertaken is relevant, interesting, challenging and appropriate⁵ for students. • The teacher ensures that little⁶ learning time is wasted during the lesson. • All students make the progress expected given their starting points⁷. A large majority⁸ of students make good⁹ progress. 	<p>Large majority¹ means no less than 80%. Focused² means that students are paying attention to the teacher or are engaged in the work that they have been asked to do. Pace³ refers to the rate at which teaching is taking place and the rate at which learning is being facilitated. Engages and motivates⁴ means that students are involved in the work that they have been asked to do and are stimulated by it so that learning can occur effectively. Appropriate⁵ means that the work is fit for purpose, i.e. that it relates to the students' learning needs and their success criteria. Little⁶ means less than 5%. Starting points⁷ refer to the current stage of learning that the student is at, based on the most recent and up to date assessment. A large majority⁸ means no less than 90%. Good⁹ is when students acquire knowledge, develop understanding and practise skills well.</p>
Silver	<ul style="list-style-type: none"> • The teacher ensures that the lesson starts on time and that most¹⁰ students are highly focused¹¹. • The teacher ensures that the pace¹² of the lesson is appropriate with most students being involved in the activity or activities throughout the lesson. • The teacher directs, involves or visits students in a way that engages and motivates¹³ most of them throughout the lesson, so that they acquire good knowledge and develop understanding and practise skills well. • The teacher ensures that the work being undertaken is relevant, interesting, challenging and appropriate¹⁴ for the vast majority of 	<p>Most¹⁰ students means no less than 95%. Highly focused means¹¹ that the students are highly engaged and stimulated, working on the task at hand with the minimum of teacher intervention being required to focus their attention. Pace¹² refers to the rate at which teaching is taking place and the rate at which learning is being facilitated. Engages and motivates¹³ means that students are involved in the work that they have been asked to do and are stimulated by it so that learning can occur effectively. Appropriate¹⁴ means that the work is fit for purpose, i.e. that it relates to the individual student's learning needs and their personal success criteria. Very little¹⁵ means less than 2%. A large majority¹⁶ means no less than 90%. Good¹⁷ is when students acquire knowledge, develop understanding and practise skills well. Outstanding¹⁸ is when students acquire knowledge, develop understanding and practise skills exceptionally well.</p>

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	<p>students.</p> <ul style="list-style-type: none"> • The teacher ensures that very little¹⁵ learning time is wasted during the lesson. • A large majority¹⁶ of students make good¹⁷ progress and some make outstanding¹⁸ progress. 	
Gold	<ul style="list-style-type: none"> • The teacher ensures that the lesson starts on time and that all¹⁹ students are extremely focused²⁰. • The teacher ensures that the pace²¹ of the lesson is appropriate at all times, with all students being involved in the activities. • The teacher directs, involves or visits students in a way that engages and motivates²² them throughout the lesson, so that all students acquire knowledge, develop understanding and learn and practise skills exceptionally²³ well. • Pupils demonstrate excellent concentration skills and are rarely off task, even in extended²⁴ periods without direction from an adult. • The teacher ensures that the work being undertaken is relevant, highly interesting, challenging and appropriate²⁵ for all students. • The teacher ensures that no learning time is wasted during the lesson. • All students make good²⁶ progress and the majority of students make outstanding²⁷ progress. 	<p>All¹⁹ refers to 100% of students in the class. Extremely focused²⁰ means that students are very highly engaged in the task to the extent that they are almost entirely in control of their own learning with the teacher acting only as a mediator. Students will be working together to support and question each other and will Pace²¹ refers to the rate at which teaching is taking place and the rate at which learning is being facilitated. Engages and motivates²² means that students are involved in the work that they have been asked to do and are stimulated by it so that learning can occur effectively. Exceptionally²³ well means beyond what would have been expected for most students based on their success criteria prior to the lesson or sequence of lessons. Extended periods²⁴ means for relatively large periods of time where it is appropriate for a teacher not to be intervening if it is not necessary. Appropriate²⁵ means that the work is fit for purpose, i.e. that it relates to the students' learning needs and their success criteria. Good²⁶ is when students acquire knowledge, develop understanding and practise skills well. Outstanding²⁷ is when students acquire knowledge, develop understanding and practise skills exceptionally well.</p>

Support Materials for this Aspect:	Location of Support Materials:
<i>Pedagogy and Practice: Teaching and Learning in Secondary Schools. Unit 11: Active Engagement.</i>	<i>On CD ROM and Memory Stick that accompanies this material. Find in folder 'support materials'.</i>

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Aspect:	Challenge for all Pupils
Description of Aspect:	<i>The teacher's use of materials, resources and other relevant information to ensure that students are given the right balance between teacher support and expectation, student independence and cognitive demand in the teaching and learning environment.</i>

Level:	Guidance Material:	Notes:
Bronze	<ul style="list-style-type: none"> • The teaching provides appropriate and sufficient challenge¹ for the large majority² of students. • The teacher uses differentiation³ appropriately for a variety⁴ of learners within lessons. • The level of challenge is appropriate so that the large majority of students are not bored (work too easy) or frustrated (work too hard). • The teacher reviews the students' performance⁵ in order to gauge the challenge needed for future lessons. • The teacher shares their expectation of challenge with students so that they know what their success criteria⁶ are. • All students make the progress expected given their starting points⁷. A large majority of students make good⁸ progress. 	<p>Challenge¹ is the level of appropriate demand needed for each student being taught so that the requisite amount of progress can be made.</p> <p>Large majority² means no less than 80%.</p> <p>Differentiation³ is the matching of work to the differing capabilities of individuals or groups of individuals in order to extend their learning.</p> <p>Variety⁴ refers to the different learning preferences possessed by students within the lesson in terms of whether they prefer accessing information via visual, auditory and kinaesthetic modes and through pair, group or individual work.</p> <p>Students' performance⁵ refers to the current level of achievement or attainment.</p> <p>Success criteria⁶ refers to the agreed learning outcomes as agreed through an effective dialogue between the teacher and the student.</p> <p>Starting points⁷ refer to the current stage of learning that the student is at, based on the most recent and up to date assessment.</p> <p>Good⁸ is when students acquire knowledge, develop understanding and practise skills well.</p>
Silver	<ul style="list-style-type: none"> • The teaching provides appropriate and sufficient challenge for most⁹ students. • The teacher uses differentiation¹⁰ appropriately for a variety of learners within lessons. • The level of challenge is appropriate so that most students are not bored (work is too easy) or frustrated (work is too hard). • The teacher reviews each student's individual performance¹¹ in order to gauge the challenge¹² needed for future lessons. • The teacher shares their expectation of challenge with students so that they know what their success criteria¹³ are. 	<p>Most⁹ students means no less than 95%.</p> <p>Differentiation¹⁰ is the matching of work to the differing capabilities of individuals or groups of individuals in order to extend their learning.</p> <p>Student's individual performance¹¹ refers to the current level of each individual student's achievement or attainment.</p> <p>Challenge¹² is the level of appropriate demand needed for each student being taught so that the requisite amount of progress can be made.</p> <p>Success criteria¹³ refers to the agreed learning outcomes as agreed through an effective dialogue between the teacher and the student.</p> <p>A very large majority¹⁴ means no less than 90%.</p> <p>Good¹⁵ is when students acquire knowledge, develop understanding and practise skills well.</p> <p>Outstanding¹⁶ is when students acquire knowledge, develop understanding and practise skills exceptionally well.</p>

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	<ul style="list-style-type: none"> • A very large majority¹⁴ of students make good¹⁵ progress and some make outstanding¹⁶ progress. 	
Gold	<ul style="list-style-type: none"> • The teaching provides appropriate and sufficient challenge for all¹⁸ students. • The teacher uses differentiation¹⁹ appropriately for a variety of learners within lessons, demonstrating a detailed knowledge of the needs of each student and hence adapting²⁰ their teaching accordingly. • The level of challenge is appropriate so all students are not bored (work too easy) or frustrated (work too hard). • The teacher regularly²¹ reviews each student's individual performance in order to gauge the challenge needed for future lessons. • The teacher shares their high expectations²² with each student so that every student knows exactly what their individual success criteria²³ are. • All students make good²⁴ progress and the majority of students make outstanding²⁵ progress. 	<p>All¹⁸ refers to 100% of students in the class. Differentiation¹⁹ is the matching of work to the differing capabilities of individuals or groups of individuals in order to extend their learning. Adapting²⁰ teaching accordingly refers to the teacher's analysis of their teaching methods, materials and assessment data in order to ensure that a sequence of lessons takes into account the ongoing needs of each student. Adapting may mean an appropriate increase or decrease in demand based on the feedback from students' work. Regularly²¹ means as required – once every two weeks or once a week depending on how much contact there is between learner and teacher. High expectations²² means that students should be encouraged to significantly outperform, based on what their success criteria are. The teacher needs to ensure that the student knows what the high expectation means in clear, measurable terms and should ensure mechanisms are in place for this level of support to be enabled. Success criteria²³ refers to the agreed learning outcomes as agreed through an effective dialogue between the teacher and the student. Good²⁴ is when students acquire knowledge, develop understanding and practise skills well. Outstanding²⁵ is when students acquire knowledge, develop understanding and practise skills exceptionally well.</p>

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Aspect:	Assessment, Monitoring and Feedback
Description of Aspect:	<i>The teacher's use of data and other information to determine where students are in their learning and how to help them to progress them to the next stage of their learning.</i>

Level:	Guidance Material:	Notes:
Bronze	<ul style="list-style-type: none"> • The teacher uses summative assessment¹ to judge how well all² pupils are performing. • The teacher uses assessment to provide effective feedback³ to students. • The teacher actively involves students in their own learning, with a particular focus on peer and self-assessment⁴ being evident. • The teacher adjusts⁵ their teaching to take account of the results of assessment. • The teacher uses assessment in a way that has a positive impact on the self-esteem and motivation⁶ of students. • All students make the progress expected given their starting points⁷. • A large majority⁸ of students make good⁹ progress. 	<p>Summative assessment¹ is the formal assessment undertaken at the end of a period of work to produce grades, marks or score which can be used for reports of various types.</p> <p>All² is 100% of students.</p> <p>Effective feedback³ to students should be prompt, encouraging, specific about successes and what was sub-standard, unambiguous and clear. Feedback should also not focus on too many elements at once.</p> <p>Peer assessment and self-assessment⁴ is much more than children marking their own or each other's work. To improve learning, it must be an activity that engages children with the quality of their work and helps them reflect on how to improve it. Peer assessment enables children to give each other valuable feedback so they learn from and support each other. It adds a valuable dimension to learning: the opportunity to talk, discuss, explain and challenge each other enables children to achieve beyond what they can learn unaided. Peer assessment helps develop self-assessment, which promotes independent learning, helping children to take increasing responsibility for their own progress.</p> <p>Peer assessment - is where students are involved in the assessment of the work of other students. Students must have a clear understanding of what they are to look for in their peers' work.</p> <p>Self assessment - is a process where students are involved in and are responsible for assessing their own piece of work. It encourages students to become independent learners and can increase their motivation.</p> <p>Adjusts⁵ is based on the teacher's professional opinion of what did and didn't work in terms of methods and should also be informed by formative and summative assessment.</p> <p>Self-esteem and motivation⁶ refers to the self-confidence and happiness in one's self and the desire to improve.</p> <p>Starting points⁷ refer to the current stage of learning that the student is at, based on the most recent and up to date assessment.</p> <p>A large majority⁸ means no less than 80%.</p> <p>Good⁹ is when students acquire knowledge, develop understanding and practise skills well.</p>
Silver	<ul style="list-style-type: none"> • The teacher uses a range of summative assessment¹⁰ techniques to 	<p>Summative assessment¹⁰ is the formal assessment undertaken at the</p>

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	<p>judge how well all¹¹ pupils are performing.</p> <ul style="list-style-type: none"> ● The teacher uses assessment to provide effective feedback¹² to students. ● The teacher actively involves students in their own learning, with a particular focus on peer and self-assessment¹³ being evident. ● The teacher adjusts¹⁴ their teaching to take account of the results of assessment. ● The teacher uses assessment in a way that has a positive impact on the self-esteem and motivation¹⁵ of students. ● A very large majority of students¹⁶ make good¹⁷ progress and some make outstanding¹⁸ progress. 	<p>end of a period of work to produce grades, marks or score which can be used for reports of various types. The teacher should be aware of the importance of the formative use of summative assessment. All¹¹ is 100% of students.</p> <p>Effective feedback¹² to students should be prompt, encouraging, specific about successes and what was sub-standard, unambiguous and clear. Feedback should also not focus on too many elements at once. Feedback should take into account the personal situations and attributes of students.</p> <p>Peer assessment and self-assessment¹³ is much more than children marking their own or each other's work. To improve learning, it must be an activity that engages children with the quality of their work and helps them reflect on how to improve it. Peer assessment enables children to give each other valuable feedback so they learn from and support each other. It adds a valuable dimension to learning: the opportunity to talk, discuss, explain and challenge each other enables children to achieve beyond what they can learn unaided. Peer assessment helps develop self-assessment, which promotes independent learning, helping children to take increasing responsibility for their own progress.</p> <p>Peer assessment - is where students are involved in the assessment of the work of other students. Students must have a clear understanding of what they are to look for in their peers' work.</p> <p>Self assessment - is a process where students are involved in and are responsible for assessing their own piece of work. It encourages students to become independent learners and can increase their motivation.</p> <p>Adjusts¹⁴ is based on the teacher's professional opinion of what did and didn't work in terms of methods and should also be informed by formative and summative assessment. This could form an ongoing period of action research relating to self-reflection.</p> <p>Self-esteem and motivation¹⁵ refers to the self-confidence and happiness in one's self and the desire to improve.</p> <p>A large majority¹⁶ means no less than 80%.</p> <p>Good¹⁷ is when students acquire knowledge, develop understanding and practise skills well.</p> <p>Outstanding¹⁸ is when students acquire knowledge, develop understanding and practise skills exceptionally well.</p>
<p>Gold</p>	<ul style="list-style-type: none"> ● The teacher uses a range of excellent summative assessment¹⁹ techniques to judge how well all²⁰ pupils are performing. ● The teacher uses assessment to provide highly effective, specific and detailed feedback²¹ to all students. ● The teacher actively involves all students in their own learning, with a 	<p>Excellent summative assessment¹⁹ techniques refers to the use of a number of verbal, written, observational and practical formal assessments undertaken at the end of a period of work to produce grades, marks or score which can be used for reports of various types. The teacher should be aware of the importance of the formative use of summative assessment.</p> <p>All²⁰ is 100% of students.</p>

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	<p>particular focus on peer and self-assessment²² being evident.</p> <ul style="list-style-type: none"> • The teacher adjusts²³ their teaching to take account of the results of assessment for every child. • The teacher uses assessment in a way that has a positive impact on the self-esteem and motivation²⁴ of all students. • All students make good²⁵ progress and the majority²⁶ of students make outstanding²⁷ progress. 	<p>Highly effective, specific and detailed feedback²¹ to students should be prompt, encouraging, specific about successes and what was sub-standard, unambiguous and clear. Feedback should also not focus on too many elements at once. Feedback should take into account the personal situations and attributes of each student.</p> <p>Peer assessment and self-assessment²² is much more than children marking their own or each other's work. To improve learning, it must be an activity that engages children with the quality of their work and helps them reflect on how to improve it. Peer assessment enables children to give each other valuable feedback so they learn from and support each other. It adds a valuable dimension to learning: the opportunity to talk, discuss, explain and challenge each other enables children to achieve beyond what they can learn unaided. Peer assessment helps develop self-assessment, which promotes independent learning, helping children to take increasing responsibility for their own progress.</p> <p>Peer assessment - is where students are involved in the assessment of the work of other students. Students must have a clear understanding of what they are to look for in their peers' work.</p> <p>Self assessment - is a process where students are involved in and are responsible for assessing their own piece of work. It encourages students to become independent learners and can increase their motivation.</p> <p>Adjusts²³ is based on the teacher's professional opinion of what did and didn't work in terms of methods and should also be informed by formative and summative assessment of every child. This could form an ongoing period of M level action research relating to self-reflection.</p> <p>Self-esteem and motivation²⁴ refers to the self-confidence and happiness in one's self and the desire to improve.</p> <p>Good²⁵ is when students acquire knowledge, develop understanding and practise skills well.</p> <p>Majority²⁶ means no less than 80%.</p> <p>Outstanding²⁷ is when students acquire knowledge, develop understanding and practise skills exceptionally well.</p>
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Support Materials for this Aspect:	Location of Support Materials:
<i>Pedagogy and Practice: Teaching and Learning in Secondary Schools. Unit 12: Assessment for Learning.</i>	<i>On CD ROM and Memory Stick that accompanies this material. Find in folder 'support materials'.</i>

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Aspect:	Thinking Skills
Description of Aspect:	<i>The teacher's use of a range of activities that enable students to engage in lower, middle and higher-order thinking skills. Typically, such activities allow students to develop their understanding as well as analytical and evaluative skills which will enhance learning.</i>

Level:	Guidance Material:	Notes:
Bronze	<ul style="list-style-type: none"> • The teacher ensures that students are given opportunities to think and to solve problems¹. • The teacher allows students to engage in an activity that enables lower, middle and higher-order thinking skills² to be developed. • The teacher provides students with activities that involve multiple solutions³ or creative and innovative thinking⁴ in a way that is fit for purpose⁵. • The teacher provides students with the opportunity to plan⁶, monitor⁷ and evaluate⁸ their work. • All students make the progress expected given their starting points⁹. • A large majority¹⁰ of students make good¹¹ progress. 	<p>Opportunities to think and solve problems¹ refers to the effective use of questions or thinking skills activities so that students can demonstrate appropriate lower, middle or higher order thinking skills.</p> <p>Lower, middle and higher-order thinking skills² refer to the thinking skills that need to be used at each level of thinking. Lower order focuses on knowledge and understanding, middle-order focuses on application and analysis skills and higher-order refers to synthesis and evaluation skills. Activities which facilitate all include the mystery activity and de Bono's Thinking Hats.</p> <p>Multiple solutions³ refers to activities where the students need / are encouraged to provide a number of possible solutions to a problem. E.g. Odd One Out, de Bono's Thinking Hats, CAP, PMI and inductive reasoning activities, amongst others, all provide opportunities for this to occur in teaching and learning.</p> <p>Creative and innovative thinking⁴ refers to students being given opportunities, via appropriate tasks, to design or solve problems that require creativity and innovation.</p> <p>Fit for purpose⁵ means that the thinking skills activity being used is appropriate for the needs of the students as well as the content and thinking process(es) that the teacher intends to cover.</p> <p>Plan⁶ means to think about and structure the work that will follow.</p> <p>Monitor⁷ means that students need to track progress on a regular basis so as to decide what the next steps need to be and to assess how they are doing.</p> <p>Evaluate⁸ means to review what has happened and to decide how to modify the plan so that the next stage of development can be improved along with the justification for doing so.</p> <p>Starting points⁹ refer to the current stage of learning that the student is at, based on the most recent and up to date assessment.</p> <p>Large majority¹⁰ means no less than 80%.</p> <p>Good¹¹ is when students acquire knowledge, develop understanding and practise skills well.</p>
Silver	<ul style="list-style-type: none"> • The teacher ensures that students are given opportunities to think 	<p>Challenging¹² problems are those that will provide learners with an</p>

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	<p>and to solve challenging¹² problems.</p> <ul style="list-style-type: none"> • The teacher allows students to engage in an activity that encourages higher-order¹³ thinking skills¹⁴ to be developed. • The teacher provides students with activities that involve multiple solutions¹⁵ or creative and innovative ideas and thinking. • The teacher provides students with the opportunity to plan¹⁶, monitor¹⁷ and evaluate¹⁸ their work on a regular¹⁹ basis and ensures that the opportunity for students to verbalise their progress²⁰ is built into lessons. • A large majority²¹ of students make good²² progress and some make outstanding²³ progress. 	<p>appropriate degree of demand without being too difficult. For instance, a student who is operating at a lower level of thinking skill might be provided with opportunities to analyse data to support their movement up to middle-order thinking. The mystery activity is an effective strategy for developing students from low level to higher order thinking skills in an engaging but tacit manner.</p> <p>Higher-order¹³ refers to activities that require students to synthesise information and to evaluate it.</p> <p>Thinking skills¹⁴ are skills required in thinking such as reasoning, problem solving, prioritising, hypothesising etc. Thinking skills are classed at different levels depending on the level of thinking required, ranging from accessing knowledge at the lower end up to evaluating information at the higher end.</p> <p>Multiple solutions¹⁵ refers to activities where the students need / are encouraged to provide a number of possible solutions to a problem. E.g. Odd One Out, de Bono's Thinking Hats, CAP, PMI and inductive reasoning activities, amongst others, all provide opportunities for this to occur in teaching and learning.</p> <p>Plan¹⁶ means to think about and structure the work that will follow.</p> <p>Monitor¹⁷ means that students need to track progress on a regular basis so as to decide what the next step needs to be and to assess how they are doing.</p> <p>Evaluate¹⁸ means to review what has happened and to decide how to modify the plan so that the next stage of development can be improved along with the justification for doing so.</p> <p>Regular¹⁹ means at least every two weeks.</p> <p>Verbalise their progress²⁰ means that students are given the opportunity to discuss their progress with the teacher and with their peers in order to help them monitor and evaluate their progress.</p> <p>A large majority²¹ means no less than 90%.</p> <p>Good²² is when students acquire knowledge, develop understanding and practise skills well.</p> <p>Outstanding²³ is when students acquire knowledge, develop understanding and practise skills exceptionally well.</p>
<p>Gold</p>	<ul style="list-style-type: none"> • The teacher ensures that students are given a number of opportunities to think and to solve problems that are of an appropriately high level of cognitive challenge²⁴ for all students involved in the learning. • The teacher allows all students to engage in well-structured activities that enable higher-order thinking skills²⁵ to be developed based on the current learning of each student. 	<p>Cognitive challenge²⁴ is the level of difficulty a thinking skills activity poses for students in terms of the demand on understanding and processing information.</p> <p>Higher-order thinking skills²⁵ refers to synthesis and evaluation skills. Activities which facilitate all include the mystery activity and de Bono's Thinking Hats.</p> <p>Multiple solutions²⁶ refers to activities where the students need / are encouraged to provide a number of possible solutions to a problem. E.g. Odd One Out, de Bono's Thinking Hats, CAP, PMI and inductive reasoning activities, amongst others, all provide opportunities for this to occur in teaching and learning.</p>

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	<ul style="list-style-type: none"> • The teacher provides students with a range of well structured and carefully designed thinking skills activities that involve multiple solutions²⁶ or creative²⁷ and innovative ideas and thinking. • The teacher provides all students with the opportunity to plan²⁸, monitor²⁹ and evaluate³⁰ their work on a very regular³¹ basis, with effective monitoring and evaluation of this leading to significantly³² better teaching and learning. • All³³ students make good³⁴ progress and the majority³⁵ of students make outstanding³⁶ progress. 	<p>Creative and innovative thinking²⁷ refers to students being given opportunities, via appropriate tasks, to design or solve problems that require creativity and innovation.</p> <p>Plan²⁸ means to think about and structure the work that will follow.</p> <p>Monitor²⁹ means that students need to track progress on a regular basis so as to decide what the next step needs to be and to assess how they are doing.</p> <p>Evaluate³⁰ means to review what has happened and to decide how to modify the plan so that the next stage of development can be improved along with the justification for doing so.</p> <p>Very regular³¹ means an opportunity should be built into all or most lessons.</p> <p>Significantly³² better means that the deployment of thinking skills activities has had an impact on learning that could possibly not have occurred with other lesson deliveries that did not involve thinking skills approaches.</p> <p>All³³ refers to 100% of students in the class.</p> <p>Good³⁴ is when students acquire knowledge, develop understanding and practise skills well.</p> <p>Majority³⁵ means no less than 80%.</p> <p>Outstanding³⁶ is when students acquire knowledge, develop understanding and practise skills exceptionally well.</p>
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Support Materials for this Aspect:	Location of Support Materials:
<p><i>Pedagogy and Practice: Teaching and Learning in Secondary Schools.</i> <i>Unit 2: Teaching Models (particularly the pages on metacognition).</i> <i>Unit 11: Active Engagement (section on Thinking Skills).</i></p> <p><i>ULT Publication: Educational Strategies and Thinking Skills for the Secondary Classroom.</i></p>	<p><i>On CD ROM and Memory Stick that accompanies this material. Find in folder 'support materials'.</i></p>

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Aspect:	Study Skills
Description of Aspect:	<i>The teacher's use of activities and resources that allow students to decide what works best for them in terms of their study, revision and learning so that each individual student's learning can be maximised.</i>

Level:	Guidance Material:	Notes:
Bronze	<ul style="list-style-type: none"> • The teacher provides students (and parents) with information that enables the large majority¹ of students to use their study time² effectively. • The teacher provides students with materials, strategies or techniques³ that allow students to improve their study skills⁴. • The teacher makes the learning environment as learning and study centred as possible for the group and encourages visits to other study locations⁵. • The teacher uses data or information about the group's preferred learning styles⁶ to help them decide how to learn or study best. • All students make the progress expected given their starting points⁷. A large majority of students make good⁸ progress. 	<p>Large majority¹ means no less than 80%. Study time² is the time used by students for study or revision in or out of school. Materials, strategies or techniques³ in this context refer to those used for enabling students to help develop their study skills. E.g. these materials might focus on making study more efficient, making memorisation of material easier or structuring time effectively through the use of a revision timetable. Study skills⁴ are skills relating to the effective use of time and materials for study and revision. E.g. students may use mnemonics or associationism techniques to aid memory or other techniques to manage study time more effectively. Study locations⁵ are places where study can take place effectively, including libraries or quiet areas in school or at home. Preferred learning styles⁶ refers to whether students like best to learn via visual, auditory or kinaesthetic stimuli and it also refers to whether they like to learn individually or with others. Starting points⁷ refer to the current stage of learning that the student is at, based on the most recent and up to date assessment. Good⁸ is when students acquire knowledge, develop understanding and practise skills well.</p>
Silver	<ul style="list-style-type: none"> • The teacher provides students (and parents) with information that enables most⁹ students to use their study time¹⁰ very effectively. • The teacher provides students with good quality materials, strategies or techniques¹¹ that allow students to improve their study skills¹². • The teacher makes the learning environment as learning and study centred as possible for most students and encourages visits to other study locations¹³. • The teacher uses data or information about groups of students' preferred learning styles¹⁴ to help them decide how to learn or study best and shares this with the groups¹⁵ of students. 	<p>Most⁹ students means no less than 95%. Study time¹⁰ is the time used by students for study or revision in or out of school. Materials, strategies or techniques¹¹ in this context refer to those used for enabling students to help develop their study skills. E.g. these materials might focus on making study more efficient, making memorisation of material easier or structuring time effectively through the use of a revision timetable. Study skills¹² are skills relating to the effective use of time and materials for study and revision. E.g. students may use mnemonics or associationism techniques to aid memory or other techniques to manage study time more effectively. Study locations¹³ are places where study can take place effectively, including libraries or quiet areas in school or at home. Preferred learning styles¹⁴ refers to whether students like best to</p>

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	<ul style="list-style-type: none"> A large majority¹⁶ of students make good¹⁷ progress and some make outstanding¹⁸ progress. 	<p>learn via visual, auditory or kinaesthetic stimuli and it also refers to whether they like to learn individually or with others.</p> <p>Groups¹⁵ of students refers to the teacher using knowledge of each student's preferred learning styles in a way that they can be grouped to help each other work and learn together in an effective manner.</p> <p>A large majority¹⁶ means no less than 90%.</p> <p>Good¹⁷ is when students acquire knowledge, develop understanding and practise skills well.</p> <p>Outstanding¹⁸ is when students acquire knowledge, develop understanding and practise skills exceptionally well.</p>
Gold	<ul style="list-style-type: none"> The teacher provides students (and parents) with information that enables all students to use their study time¹⁹ most effectively. The teacher provides students with excellent materials, strategies or techniques²⁰ that allows all students to improve their study skills²¹. The teacher makes the learning environment as learning and study centred as possible for all²² students and encourages visits to other study locations²³. The teacher uses data or information about each student's preferred learning styles²⁴ to help them decide how to learn or study best and shares this with them. All students make good²⁵ progress and the majority²⁶ of students make outstanding²⁷ progress. 	<p>Study time¹⁹ is the time used by students for study or revision in or out of school.</p> <p>Excellent materials, strategies and techniques²⁰ are very high quality, highly focused, highly engaging, stimulating, effective and varied ways of ensuring that study time and skills are used to significantly enhance learning.</p> <p>Study skills²¹ are skills relating to the effective use of time and materials for study and revision. E.g. students may use mnemonics or associationism techniques to aid memory or other techniques to manage study time more effectively.</p> <p>All²² refers to 100% of students in the class.</p> <p>Study locations²³ are places where study can take place effectively, including libraries or quiet areas in school or at home.</p> <p>Preferred learning styles²⁴ refers to whether students like best to learn via visual, auditory or kinaesthetic stimuli and it also refers to whether they like to learn individually or with others.</p> <p>Good²⁵ is when students acquire knowledge, develop understanding and practise skills well.</p> <p>Majority²⁶ means no less than 80%.</p> <p>Outstanding²⁷ is when students acquire knowledge, develop understanding and practise skills exceptionally well.</p>

Support Materials for this Aspect:	Location of Support Materials:
<p><i>Pedagogy and Practice: Teaching and Learning in Secondary Schools.</i> <i>Unit 17: Developing Effective Learners.</i></p>	<p><i>On CD ROM and Memory Stick that accompanies this material. Find in folder 'support materials'.</i></p>
<p><i>ULT Publication: Revision and Study Skills.</i></p>	

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Aspect:	Use of ICT
Description of Aspect:	<i>The effective and appropriate use of ICT by teachers and students within the learning environment to ensure that learning is maximised.</i>

Level:	Guidance Material:	Notes:
Bronze	<ul style="list-style-type: none"> • The teacher uses appropriate hardware¹ and software² in a manner that leads to improved learning. • The teacher ensures that the large majority³ of students are given the opportunity to engage in the use of ICT in an interactive⁴ way. • The teacher ensures that a balance of ICT and non- ICT⁵ is deployed to help maximise learning. • The teacher ensures that the ICT materials being used are clearly visible⁶, stimulating and engaging for the large majority of pupils. • The teacher uses ICT as an effective means for teaching, assessment and questioning. • All students make the progress expected given their starting points⁷. A large majority of students make good⁸ progress. 	<p>Hardware¹ is the tangible equipment that is associated with the ICT, e.g. PCs, IWBs, printers, loudspeakers, projectors etc.</p> <p>Software² refers to the programmes that are used in conjunction with the hardware, e.g. ACTIVstudio, PowerPoint, Cubasis, Croc Clips, etc.</p> <p>Large majority³ means no less than 80%.</p> <p>Interactive⁴ means that students and teachers can interact with the ICT in an appropriate way, e.g. by visiting the IWB or by using the ACTIVote handheld devices.</p> <p>Non-ICT⁵ refers to the 'traditional' educational techniques that do not or may not require the use of any specific ICT equipment.</p> <p>Clearly visible⁶ means that the material is easy to see for all students, e.g. the font size, use of text colour and background colour, positioning of board and positioning of teacher and students ensure that the material being displayed is clearly visible to all.</p> <p>Starting points⁷ refer to the current stage of learning that the student is at, based on the most recent and up to date assessment.</p> <p>Good⁸ is when students acquire knowledge, develop understanding and practise skills well.</p>
Silver	<ul style="list-style-type: none"> • The teacher uses appropriate hardware⁹ and software¹⁰ in a manner that leads to significantly¹¹ improved learning. • The teacher ensures that most¹² students are given the opportunity to engage in the use of ICT in an interactive¹³ way. • The teacher ensures that a good balance of ICT and non- ICT¹⁴ is deployed to help maximise learning. • The teacher ensures that the ICT materials being used are clearly visible¹⁵, stimulating and engaging for most students. • The teacher uses ICT as a highly effective¹⁶ means for teaching, assessment and questioning. • A large majority¹⁷ of students make good¹⁸ progress and some make 	<p>Hardware⁹ is the tangible equipment that is associated with the ICT, e.g. PCs, IWBs, printers, loudspeakers, projectors etc.</p> <p>Software¹⁰ refers to the programmes that are used in conjunction with the hardware, e.g. ACTIVstudio, PowerPoint, Cubasis, Croc Clips, etc.</p> <p>Significantly¹¹ means that the learning that has occurred is significant (i.e. above what would be expected for a number of students so that some of them make outstanding progress) and this can be attributed, at least in part, to the effective use of the ICT within the lesson.</p> <p>Most¹² students means no less than 95%.</p> <p>Interactive¹³ means that students and teachers can interact with the ICT in an appropriate way, e.g. by visiting the IWB or by using the ACTIVote handheld devices.</p> <p>Non-ICT¹⁴ refers to the 'traditional' educational techniques that do not or may not require the use of any specific ICT equipment.</p> <p>Clearly visible¹⁵ means that the material is easy to see for all</p>

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	<p>outstanding¹⁹ progress.</p>	<p>students, e.g. the font size, use of text colour and background colour, positioning of board and positioning of teacher and students ensure that the material being displayed is clearly visible to all. Highly effective¹⁶ means that the teacher uses their highly developed ICT knowledge and skills in a confident and effective manner so that high quality learning is evident and related (at least in part) to the teacher's expert use and management of ICT. A large majority¹⁷ means no less than 90%. Good¹⁸ is when students acquire knowledge, develop understanding and practise skills well. Outstanding¹⁹ is when students acquire knowledge, develop understanding and practise skills exceptionally well.</p>
<p>Gold</p>	<ul style="list-style-type: none"> ● The teacher uses highly appropriate²⁰ hardware and software in a manner that leads to outstanding²¹ learning. ● The teacher ensures that all students are given the opportunity to engage in the use of ICT in a highly effective²² and interactive way. ● The teacher ensures that an excellent balance of ICT and non- ICT²³ techniques are deployed to help maximise learning. ● The teacher ensures that the ICT materials being used are clearly visible²⁴, highly stimulating and highly engaging²⁵. ● The teacher uses ICT as an extremely effective²⁶ means for teaching, assessment and questioning. ● All²⁷ students make good²⁸ progress and the majority²⁹ of students make outstanding progress. 	<p>Highly appropriate²⁰ means that the teacher has made exceptionally good use of the hardware and software so that learning for all students can be maximised. Outstanding²¹ is when students acquire knowledge, develop understanding and practise skills exceptionally well. Highly effective²² means that the teacher uses their highly developed ICT knowledge and skills in a confident and effective manner so that high quality learning is evident and related (at least in part) to the teacher's expert use and management of ICT. Non-ICT²³ refers to the 'traditional' educational techniques that do not or may not require the use of any specific ICT equipment. Clearly visible²⁴ means that the material is easy to see for all students, e.g. the font size, use of text colour and background colour, positioning of board and positioning of teacher and students ensure that the material being displayed is clearly visible to all. Highly stimulating and engaging²⁵ means that the teacher's use of ICT has ensured that students are very focused, and learning exceptionally well, for extended periods of time, including when the teacher may not be directly teaching the students. Extremely effective²⁶ means that the choice and use of the ICT and the balance alongside any non-ICT techniques is very much fit for purpose and, arguably, the most effective way of ensuring successful teaching, assessment and questioning. All²⁷ refers to 100% of students in the class. Good²⁸ is when students acquire knowledge, develop understanding and practise skills well. Majority²⁹ means no less than 80%.</p>

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Support Materials for this Aspect:	Location of Support Materials:
<i>Pedagogy and Practice: Teaching and Learning in Secondary Schools. Unit 15: Using ICT to Develop Learning</i>	<i>On CD ROM and Memory Stick that accompanies this material. Find in folder 'support materials'.</i>

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Aspect:	CPD
Description of Aspect:	<i>The teacher's identification of, engagement in and deployment of a programme of continuing professional development that links directly with the improvement of students' learning.</i>

Level:	Guidance Material:	Notes:
Bronze	<ul style="list-style-type: none"> The teacher identifies and attends a CPD course that is directly linked to improving a large majority¹ of students' learning. The teacher demonstrates how the methods, materials and theory² obtained from a course of recent CPD can be deployed successfully to improve student learning so that all students make the progress expected given their starting points³. A large majority of students make good⁴ progress, which can be attributed partially⁵ to the CPD undertaken. 	<p>A large majority¹ means no less than 90%. Methods, materials and theory² are the pedagogical techniques and materials experienced during the CPD training that can be adapted for use in the lesson to help augment students' learning. Starting points³ refers to where students were, in terms of their achievement or attainment, prior to the period of teaching in question. Good⁴ is when students acquire knowledge, develop understanding and practise skills well. Partially⁵ means that there is some evidence to suggest that the methods, materials or theory from the CPD that have been applied to this teaching period have been successful in developing the learning of students so that a large majority of students make good progress.</p>
Silver	<ul style="list-style-type: none"> The teacher identifies and attends a CPD course that is directly linked to improving most⁶ students' learning. The teacher demonstrates how the methods, materials and theory⁷ obtained from a course of recent CPD can be deployed successfully to improve student learning. The teacher produces good quality materials from a recent CPD course that can be shared⁸ with other staff. The teacher uses the methods, materials and / or theory from a recent episode of CPD to help other teachers develop⁹ their teaching in a way that improves learning. Most students make good¹⁰ progress and some students make outstanding¹¹ progress. 	<p>Most⁶ students means no less than 95%. Methods, materials and theory⁷ are the pedagogical techniques and materials experienced during the CPD training that can be adapted for use in the lesson to help augment students' learning. Shared⁸ means that the materials, methods and theory can be disseminated to others within the department or school for effective use. Other teachers develop⁹ means that the teacher uses their own CPD to help facilitate the learning and professional development of other(s) within their department or school. Good¹⁰ is when students acquire knowledge, develop understanding and practise skills well. Outstanding¹¹ is when students acquire knowledge, develop understanding and practise skills exceptionally well.</p>
Gold	<ul style="list-style-type: none"> The teacher identifies and attends a CPD course that is strongly linked to improving all¹² students' learning. The teacher produces very high quality materials from a recent CPD 	<p>All¹² refers to 100% of students in the class. Shared¹³ means that the materials, methods and theory can be disseminated to others within the department, school or across the group for effective use. Methods, materials and theory¹⁴ are the pedagogical techniques and</p>

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	<p>course that can be shared¹³ with other staff.</p> <ul style="list-style-type: none">• The teacher uses the methods, materials and / or theory¹⁴ from a recent episode of CPD to help other teachers develop their teaching in a way that significantly¹⁵ improves learning.• The teacher demonstrates how the methods, materials and theory obtained from a course of recent CPD can be deployed successfully to improve learning so that all students make good¹⁶ progress and the majority¹⁷ of students make outstanding¹⁸ progress.	<p>materials experienced during the CPD training that can be adapted for use in the lesson to help significantly augment students' learning. Significantly¹⁵ refers to a judgement being made by the teacher and observer that the CPD training in question has had a substantial impact on the teaching and learning taking place.</p> <p>Good¹⁶ is when students acquire knowledge, develop understanding and practise skills well.</p> <p>Majority¹⁷ means no less than 80%.</p> <p>Outstanding¹⁸ is when students acquire knowledge, develop understanding and practise skills exceptionally well.</p>
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