

The Learning Portfolio Evidencing Document.

Name:

School:

Subject Area:



The Learning Portfolio Evidencing Document.

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.

How to use this document

This document has been designed to help you evidence your development in the twelve areas of the Learning Portfolio. When using the document to evidence your professional development, and the learning that has taken place, please ensure that you address the following areas:

1. Decide on the aspects that you wish to focus on – you do not need to go through the aspects in any particular order, and it may be that you decide to focus on more than one aspect at a time, evidencing your performance at Bronze, Silver or Gold Level respectively.
2. Agree with your observer how you will collect evidence to support your development. This evidence will form the basis of your portfolio and may manifest itself in a number of ways including work scrutiny, lesson observations, data analysis, student questionnaire or interview and professional discussion with colleagues.
3. Ensure that your portfolio of evidence includes at least two lesson observations from your observer at each level. The feedback from the observation needs to be evidenced on the criteria sheets within this document. It is important that both yourself and your observer sign the form and agree on any areas of development that are needed for you to address within the agreed timeframe. Keep a record of this on the individual criteria sheets as well as the Learning Portfolio Record Sheet on the last page of this document.
4. Once you have satisfied the criteria for every aspect in the level that you are working at then you can be awarded your Bronze, Silver or Gold Level Certificate. You, or your line manager, coach or mentor will need to inform Dr Mike O'Neill that you have successfully evidenced your performance at the appropriate level so that your certificate can be presented to you.

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Area: Teaching

Aspect: Subject Knowledge

Name:	School:	Date:

Criteria	Example of Use	Evidence of Learning	Development	Observer	Observee
The teacher demonstrates a degree of subject knowledge when questioned about the content of the lesson.	The teacher can correctly and confidently explain what the content of the lesson is, with reference to their own subject knowledge.	B S G			
The teacher can demonstrate appropriate methods for structuring and delivering the content.	The teacher can explain why the subject knowledge is being delivered in a particular way based on what is effective in terms of getting students to learn.	B S G			
The teacher responds appropriately when questioned by students during the lesson or by other professionals.	The teacher demonstrates subject knowledge when asked a question by the students during the lesson – responding in a manner that causes appropriate learning or thinking to occur.	B S G			
The teacher is able to provide subject knowledge in a form that is accessible to students.	The teacher can provide or explain the subject knowledge in a way that is suitable for students of different abilities.	B S G			
The teacher can link the subject knowledge of the lesson to other areas of the subject or other curriculum areas.	The teacher can explain how what the students are learning is linked to another area of the subject or an area in another related subject.	B S G			

Pass at Level:	Working towards:	Observer signature:	Observee signature:
Bronze / Silver / Gold	Bronze / Silver / Gold		

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Area: Teaching

Aspect: Planning and Preparation

Name:	School:	Date:

Criteria	Example of Use	Evidence of Learning	Development	Observer	Observee
Learning objectives are present and suitable and it is clear what students are expected to learn.	Students and teachers are aware of what they are going to be learning and how they are going to be learning it.	B S G			
The lesson is appropriately structured so that learning can take place effectively.	Planning ensures that an effective starter, main body and plenary are in place to help maximise learning.	B S G			
Appropriate resources and materials are prepared, including those for use as homework.	Prepared materials and resources are differentiated and challenging for students as well as being engaging and stimulating.	B S G			
The teaching area and teaching assistants have been appropriately organised so that learning is maximised.	Teaching areas, including display, are organised so that learning can be maximised for students. Teaching assistants are clear about their role with respect to students' learning.	B S G			
Assessment opportunities have been planned so that students' understanding can be diagnosed and new learning can be achieved effectively.	Appropriate summative, formative and ipsative assessment techniques are in place. The use of AfL or APP is used appropriately so that students can develop their learning effectively.	B S G			

Pass at Level:	Working towards:	Observer signature:	Observee signature:
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Area: Teaching

Aspect: Methods, Resources and Assistants

Name:	School:	Date:

Criteria	Example of Use	Evidence of Learning	Development	Observer	Observee
Teaching methods are used in a manner that helps structure teaching so that learning can be maximised.	Teaching is structured so that there is a natural development from knowledge acquisition / didactic delivery to independent problem solving or thinking.	B S G			
Resources are deployed effectively, relating to the needs of students and the content and skills which need to be covered.	ICT, books, worksheets, equipment and apparatus etc. are used in a way that leads to learning being apparent.	B S G			
Teaching Assistants are deployed in a way that ensures that students who need specific support are aided in their learning.	Teaching Assistants are clear about how they are to support students in the classroom in order to ensure that appropriate levels of learning are achieved.	B S G			
Methods for students to reflect on learning are used so that students can monitor their performance and plan for the next stage.	Students are given the chance to assess their work and to gauge where they are in their learning and how they can, with support from the teacher, move to the next level.	B S G			
Methods for teachers to reflect on teaching are used so that they can adapt their teaching to meet the needs of their students.	Teachers can reflect on their own lesson or discuss their work with an observer to decide what the pedagogical changes need to be so that student learning improves.	B S G			

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Area: Teaching

Aspect: Classroom Management

Name:	School:	Date:

Criteria	Example of Use	Evidence of Learning	Development	Observer	Observee
The teacher manages the behaviour of students in an effective and appropriate manner so that the environment is conducive to learning.	The teacher ensures that students are respectful to their peers and teachers or other adults in the learning environment so that learning can occur without disruption.	B S G			
Materials, resources and people are deployed effectively so that effective learning can take place.	The teacher ensures that appropriate materials and methods are used to facilitate learning. TLAs are effectively deployed.	B S G			
The teacher uses the classroom as an effective way of facilitating learning and celebrating students' work.	The classroom environment is arranged in a way that enables learning to take place. Display is used effectively to promote learning.	B S G			
The teacher sets out clear ground rules in terms of expectations of behaviour, seating and working methods.	The teacher sets out clear expectations of students' behaviour and models this behaviour. A seating plan is used and clear instructions of how students are to work are given.	B S G			
The teacher ensures that time is managed in an effective and efficient manner that so that little learning time is wasted and learning is maximised.	The teacher ensures that time is used so that opportunities for learning are maximised. The teacher demonstrates how the time in the lesson will be used effectively.	B S G			

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Area: Teaching

Aspect: Questioning

Name:	School:	Date:

Criteria	Example of Use	Evidence of Learning	Development	Observer	Observee
The teacher uses questions to diagnose knowledge and understanding as well as any misconceptions.	The teacher asks appropriate closed and open questions to diagnose knowledge, ensuring that misconceptions are corrected.	B S G			
The teacher involves all students in learning via the use of appropriate questions.	The teacher asks a range of questions that are appropriate for the lesson and tailored to the individual learning needs of each pupil.	B S G			
The teacher involves students in the questioning process in an appropriate way.	Students are allowed to answer, ask, discuss and construct their own questions in a way that causes learning to take place.	B S G			
The teacher allows appropriate thinking time and wait time during the questioning period.	Students are given appropriate time to think before answering questions and the teacher thinks and waits for an appropriate amount of time before asking or answering a question.	B S G			
Teacher and students are aware of the function and purpose of the questions.	Teacher and students are aware of different types of questions, why they are being asked and how they are to be answered in way that causes learning to occur.	B S G			

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Area: Teaching

Aspect: Engagement

Name:	School:	Date:

Criteria	Example of Use	Evidence of Learning	Development	Observer	Observee
The teacher ensures that the lesson starts on time and that students are present and focused.	The teaching leads to the students turning up to the lesson on time with an engaging start to the lesson being provided and fit for purpose.	B S G			
The teacher ensures that the pace of the lesson is appropriate with students being involved in the activity or activities throughout the lesson.	The teacher ensures that the pace and change of pace of the lesson is structured in such a way to engage students in learning.	B S G			
The teacher directs, involves or visits students in a way that engages and motivates them throughout the lesson.	The teacher ensures that students are on task and motivated by using techniques such as observation, discussion and talk or by moving to visit students.	B S G			
The teacher ensures that the work being undertaken is relevant, interesting, challenging and appropriate for students.	The teacher uses visual, auditory or kinaesthetic material, ICT, games, fun, drama or other means to interest, motivate, stimulate and engage students in a relevant way.	B S G			
The teacher ensures that learning time is not wasted during the lesson.	The teacher makes sure that little or no learning time is wasted in lessons via the use of time, resource or behaviour management.	B S G			

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Area: Teaching

Aspect: Challenge for all Pupils

Name:	School:	Date:

Criteria	Example of Use	Evidence of Learning	Development	Observer	Observee
The teaching provides appropriate and sufficient challenge for all students.	Materials, resources, planning and teaching are structured so that appropriate challenge is present for all students.	B S G			
The teaching uses differentiation appropriately for a variety of learners within lessons.	Differentiation techniques are used to challenge students who are, for example, SEN, G&T, EAL etc. 'Differentiation by outcome' is not used.	B S G			
The level of challenge is appropriate so that students are not bored (work too easy) or frustrated (work too hard).	Materials and tasks are challenging without being too easy or too hard.	B S G			
The teacher reviews each student's individual performance in order to gauge the challenge needed for future lessons.	Assessment of students' learning is used to decide what the level of challenge is needed for each student in a sequence of lessons.	B S G			
The teacher shares their expectation of challenge with students so that they know what their success criteria are.	Teachers and students discuss the level of challenge that is appropriate for an effective depth and breadth of learning to occur.	B S G			

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Area: Teaching

Aspect: Assessment, Monitoring and Feedback

Name:	School:	Date:

Criteria	Example of Use	Evidence of Learning	Development	Observer	Observee
The teacher uses summative assessment to judge how well pupils are performing.	The teacher uses grades, marks or levels to periodically assess how a pupil is performing.	B S G			
The teacher uses assessment to provide effective feedback to students.	The teacher provides written and verbal feedback for students so that they know the standards they are aiming for as well as how to recognise the next steps and how to take them. Effective feedback means that thinking needs to take place.	B S G			
The teacher actively involves students in their own learning, with a particular focus on peer and self-assessment being evident.	The teacher plans and teaches so that students are involved in their own learning, know how they learn, know where they are in terms of their current learning and know how to get to the next level.	B S G			
The teacher adjusts their teaching to take account of the results of assessment.	The teacher adjusts how they teach based on their assessment and knowledge of their students.	B S G			
The teacher uses assessment in a way that has a positive impact on the self-esteem and motivation of students.	The teacher uses constructive and sensitive comments to help students recognise their strengths and weaknesses. The comments should help students identify how to improve.	B S G			

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Area: Teaching

Aspect: Thinking Skills

Name:	School:	Date:

Criteria	Example of Use	Evidence of Learning	Development	Observer	Observee
The teacher ensures that students are given opportunities to think and to solve problems.	After a period of teacher talk, students are given an appropriate task that involves thinking, analysis or application of knowledge and understanding to a familiar or unfamiliar problem.		B S G		
The teacher allows students to engage in an activity that encourages higher-order thinking skills to be developed.	The teacher provides the opportunity for students to work independently or collaboratively on an activity that will develop their higher-order thinking skills.		B S G		
The teacher provides students with activities that involve multiple solutions or creative and innovative ideas and thinking.	The teacher provides students with an activity where they have to apply their thinking to a problem and analyse the facts before synthesising their ideas and evaluating their work.		B S G		
The teacher provides students with the opportunity to plan, monitor and evaluate their work.	The teacher structures the lesson so that students can plan, monitor and evaluate their work so that they know what they know and what they don't know. Students can also decide which way is best suited for them to progress.		B S G		

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Area: Teaching

Aspect: Study Skills

Name:	School:	Date:

Criteria	Example of Use	Evidence of Learning	Development	Observer	Observee
The teacher provides students (and parents) with information that enables students to use their study time effectively.	Students have their own study or revision timetable in place. Brain breaks are built into lessons so that students have time to relax. Expectations of time to spend on homework are provided.	B S G			
The teacher provides students with materials, strategies or techniques that allow students to improve their study skills.	Materials such as study cards, revision notes, mnemonics, post-it notes etc. are provided for students which they can use to improve their study skills.	B S G			
The teacher makes the learning environment as learning and study centred as possible and encourages visits to other study locations.	The classroom is used as an effective environment for study with wall displays, study areas and study materials designed to improve study. The teacher encourages students to work collaboratively when studying and encourages them to make effective use of libraries etc.	B S G			
The teacher uses data or information about students' preferred learning styles to help them decide how to learn or study best.	The teacher uses information and data from study skills or learning questionnaires to identify how, where and when individual students learn and study best. Students can then use this to inform their own study or revision timetable and techniques.	B S G			

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Area: Teaching

Aspect: Use of ICT

Name:	School:	Date:

Criteria	Example of Use	Evidence of Learning	Development	Observer	Observee
The teacher uses appropriate hardware and software in a manner that leads to improved learning.	Interactive whiteboards, PCs, ACTIVexpression, ACTIVstudio and ACTIVote are used as well as other examples of hardware and software.	B S G			
The teacher ensures that students are given the opportunity to engage in the use of ICT in an interactive way that leads to improved learning.	The teacher uses appropriate techniques so that students can come to the IWB and interact with the material on the IWB and with other students in the class. The strategies should promote thinking and learning.	B S G			
The teacher ensures that an appropriate balance of ICT and non- ICT is deployed to help maximise learning.	The teacher uses the ICT equipment during parts of the lesson when most appropriate and then uses a non-ICT technique or strategy that may be more useful, appropriate or different at another time.	B S G			
The teacher ensures that the ICT materials being used are clearly visible, stimulating, engaging and fit for purpose.	The teacher uses a correct font size for text in ACTIVstudio as well as ensuring that a mix of visual, auditory and kinaesthetic techniques are deployed so as to improve learning.	B S G			
The teacher uses ICT as an effective means for teaching, assessment and questioning.	The teacher uses the ICT as a way of ensuring that learning occurs, that assessment is supported and that questioning can be developed in a way that leads to new learning.	B S G			

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Area: Teaching

Aspect: Continuing Professional Development

Name:	School:	Date:

Criteria	Example of Use	Evidence of Learning	Development	Observer	Observee
The teacher identifies and attends a CPD course that is directly linked to learning.	The teacher identifies and attends an internal ULT or external provider CPD course. This may focus on an area such as questioning, assessment, thinking skills or behaviour management.	B S G			
The teacher demonstrates how the materials and theory obtained from a course of recent CPD can be deployed successfully to improve learning.	Having attended a course on the use of educational strategies and thinking skills, the teacher can demonstrate how their deployment can lead to improved learning in one or more aspect.	B S G			
The teacher produces materials from a recent CPD course that can be shared with other staff.	The teacher produces ICT and / or non-ICT related materials which can be shared within the department or across the school or group to help improve teaching and learning.	B S G			
The teacher uses materials and theory from a recent episode of CPD to help other teachers develop their teaching in a way that improves learning.	The teacher uses their experience of recent CPD to train others in the department, school or group so that learning is improved. These courses could range from educational strategies and behaviour management techniques to action research based M level courses.	B S G			

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Learning Portfolio Record Sheet

Name: _____

Lesson Observation Date:	Lesson Details:	Focus / Foci	Feedback Details:	Actions and Agreements:
(/ / 20)	Year group: Class size: Topic:			Actions agreed? Y/N Next observation:
(/ / 20)	Year group: Class size: Topic:			Actions agreed? Y/N Next observation:
(/ / 20)	Year group: Class size: Topic:			Actions agreed? Y/N Next observation:
(/ / 20)	Year group: Class size: Topic:			Actions agreed? Y/N Next observation:
(/ / 20)	Year group: Class size: Topic:			Actions agreed? Y/N Next observation:
(/ / 20)	Year group: Class size: Topic:			Actions agreed? Y/N Next observation:

Date of pass awarded for:

Bronze (/ / 20)

Silver (/ / 20)

Gold (/ / 20)

Signed:
