

The Best in Everyone Pedagogical Framework



A Philosophy of
Teaching and Learning
For UCST & ULT

Draft

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The Best in Everyone Pedagogical Framework

Introduction

It is not the case that excellent teachers make ‘a’ difference; it is the case that excellent teachers make ‘the’ difference to our children’s education. A child’s learning is profoundly influenced by the quality of the teaching that they experience on a daily basis and it is the intention of this document to ensure that every child within the UCST & ULT group is exposed to the highest standards of educational provision on a daily basis.

The *Best in Everyone Pedagogical Framework* is the group’s statement of intent for the standard of teaching and learning that is expected in our Academies and Schools. It is hierarchical in nature, beginning with the expectations that are expected developing teacher, through the successful evidencing of the criteria that are documented in the *Bronze Level* criteria of the Learning Portfolio. Developing teachers are encouraged to remain focused on evidencing their performance at *Bronze Level* until they have mastered those skills, and they should be aiming to progress onto Silver Level as soon as possible.

The *Silver Level* represents the attributes, qualities and skills that are to be displayed by an experienced, skilled teacher in a UCST School or ULT Academy. As the *Best in Everyone Pedagogical Framework* is aspirational, these attributes, qualities and skills are based on current thinking, technology and research into what constitutes a successful classroom practitioner.

The *Gold Level* represents the attributes, qualities and skills that are to be displayed by the most highly skilled and highly effective teachers within the group. *Gold Level* teachers will be consistently outstanding practitioners, able to demonstrate that their teaching has an unusually high impact on the learning of their students. They will be up to date with the most important and effective factors surrounding outstanding pedagogical practice – in terms of their practical delivery of such work and through a deep understanding of the background knowledge and skills. Gold Level teachers will inspire, influence and lead their peers to ensure that other teachers within academies and schools can become equally effective.

What informs this document?

In order for any pedagogical framework to be workable it is necessary for it to be informed by a number of key sources. In isolation, none of the key sources can act as a support for the framework, but when used in conjunction they provide a sensible and cohesive framework that will enable success. It is also important for the framework to be ever-improving – for it to be constantly being informed by professional opinion and high-quality material, from a number of sources, which allow the pedagogical to improve on a regular basis.

- Educational research, both national and international.
- OFSTED criteria – most recently the evaluation schedule of judgements for schools inspected under section 5 of the 2005 Education Act, from September 2009.
- Data and findings obtained from the observations of the Education Team, Principals, Teachers and Students in our schools.
- The professional opinions of teachers and students.
- Inspections and reviews, including those conducted by CfBT, OFSTED and the Education and ICT Team.

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- High quality materials produced by national bodies such as the DCSF and the TDA.

It is essential that this document is seen as a collective piece of work – one where information has been gathered from areas where high quality educational provision is taking place. It is also necessary to understand that this document sets out a framework that has been agreed by the key stakeholders and not imposed on them. Members of the group are invited to help further shape this framework for future usage.

How does *The Best in Everyone Pedagogical Framework* manifest itself in schools and academies?

It is perfectly acceptable to have a pedagogical framework which sets out the aspirations of the Group. In isolation, a framework document such as this does not actually teach children to learn, no matter how clearly and explicitly it tries to convey its message and its aspirations. National and international research, conducted since the 1990's, has shown that proximity to the child is key – it is fellow children and teachers that ultimately have the greatest impact on a child's learning – not a Local Education Authority.

In order, therefore, for the *Best in Everyone Pedagogical Framework* to manifest itself as a body of work that supports and induces positive change, it needs to have an *organic* element alongside it that allows professionals to plan for their development and to manage, monitor, measure and evaluate this positive change. This needs to be done qualitatively and quantitatively so that we know that what we aspire to is actually happening in the lives of every student in every classroom each and every day.

In order for this occur, the *Learning Portfolio* materials have been developed to allow teachers at all levels to reflect on their practice in a way that will thoughtfully and purposefully allow them to develop them as reflective practitioners of the very highest quality. The *Learning Portfolio* is a highly structured, yet flexible, way in which teachers can evidence their progression, whether they are moving towards Bronze Level, to Silver Level from Bronze Level or to Gold Level from Silver Level.

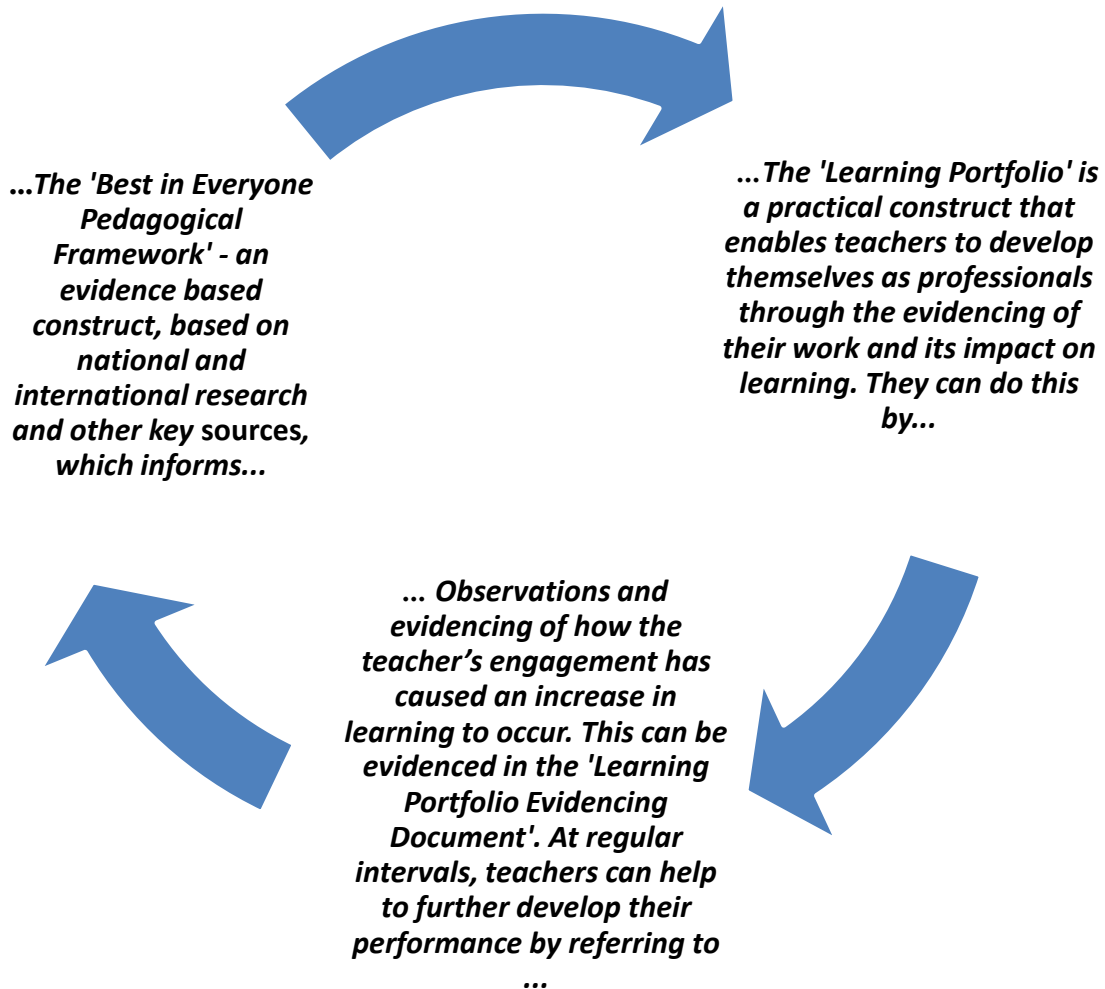
The structure and key components of the *Learning Portfolio* are discussed in detail in other documents which accompany that body of work. To summarise, the *Learning Portfolio* enables the rhetoric of the *Best in Everyone Pedagogical Framework* to manifest itself as a dynamic and effective teaching and learning process through the use of materials which, essentially, ask two important questions:

1. Is the teaching fit for purpose?
2. How is the teaching having a direct impact on learning?

Although it is true that teachers *teach*, the real purpose of educational provision is the maximisation of students' *learning* and so it is learning that is central to the 12 aspects of *The Best in Everyone Pedagogical Framework* and the *Learning Portfolio*. Whether teachers are planning or preparing lessons, teaching, assessing, engaging in CPD or developing effective classroom management techniques there is always one central question – how is what they are doing leading to an improvement in learning?

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How does the *Best in Everyone Pedagogical Framework* sit with the *Learning Portfolio*?



As the diagram above shows, *The Best in Everyone Pedagogical Framework* document cannot sit by itself in isolation – whilst it documents the vision for the Group, it is essential that a support structure in the form of the *Learning Portfolio* is needed to provide the materials, skills, advice, help and support for the teachers in their classrooms. A third element which involves a regular reference to *The Best in Everyone Pedagogical Framework* document, so as to remind teachers of the overall vision, is also necessary if the key vision is not to be lost. It is this dynamic equilibrium between the two, driven by an honest and aspirational period of reflection that will ultimately prove to be successful.

Dr. Mike O'Neill

Director of Educational Strategies

United Church Schools Trust and United Learning Trust

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How to use this document

The *Best in Everyone Pedagogical Framework* has been designed to be a working document, so that all teachers at different stages of their career and professional development can access it for information relating to their progression and the principles which underpin this. This document is to be used as an informative document alongside the more practical, classroom practitioner-based *Learning Portfolio* materials.

This document relates to the 12 core criteria needed to perform successfully when evidencing the real impact on students' learning at each of the three levels within the *Learning Portfolio* - namely the Bronze, Silver and Gold Awards. The criteria that need to be met at each of the three levels relate directly to the following areas that the Learning Portfolio will support teachers in evidencing:

- *Subject Knowledge,*
- *Planning and Preparation,*
- *Methods, Resources and Assistants,*
- *Classroom Management,*
- *Questioning,*
- *Engagement,*
- *Challenge,*
- *Assessment, Monitoring and Feedback,*
- *Thinking Skills,*
- *Study Skills,*
- *Use of ICT,*
- *Continuing Professional Development.*



The appendices, which relate to the ULT Professional Teacher Standards and the relevant OFSTED evaluation schedule of judgements, under section 5 of the Education Act 2005, for use in schools from September 2009 are also included, as are the references to a small number of the most pertinent documents and publications that were used in the production of the *Best in Everyone Pedagogical Framework*. These have been split into the following areas:

- Government documents,
- Texts relating to Teaching and Learning based on National and International Research.

Finally, a glossary of the key educational terms that have been used in the core components of the *pedagogical framework and learning portfolio* at Bronze, Silver and Gold Level.

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A Possible Development Model for Teaching

Bronze Level Model	
Description Summary	Evidence and Examples
<p>Teacher ensures that students enter the classroom in a calm and organised fashion, with lesson objectives and learning outcomes available and visible to all. Starter activity engages students from the start with a good pace. Questions are asked to diagnose prior knowledge. Praise and encouragement used to raise confidence and levels of enjoyment. High expectations of behaviour and effort obvious, with correct answers rewarded and incorrect answers corrected. Use of basic ICT to teach subject apparent. Activities planned to engage whole class with a variety of activities being in place. Main body should be engaging for all students, with teacher acting as facilitator. Plenary should assess what knowledge and skills students have learnt during lesson or sequence of lessons.</p>	<p>Lesson objectives and learning outcomes displayed on IWB. Starter should diagnose prior learning with closed questions or other diagnostic written activity, then lead onto new material that improves students' knowledge and skills. Teacher talk should be efficient, so that students are clear about what they have to do. Where necessary, teacher talk and structured tasks should be used to ensure students are on task and behaving appropriately. Pupils should be involved in individual work, pair work or group work as appropriate. Assessment of students should be appropriate for the group, with formative assessment present during the lesson.</p>
	
Silver Level Model	
Description Summary	Evidence and Examples
<p>Teacher ensures that the lesson is engaging from the very start, with high pace starter diagnosing learning and provoking thinking and learning. Questions should be closed and open in nature. Activities should be structured to enable access for all, with a balance of visual, auditory and kinaesthetic activities. Pupil involvement should be high, with students being allowed to work independently, in pairs and in groups. Teacher movement should be key, with teacher visiting students to help with diagnosing problems and helping to solve problems. Main body activity should offer challenge and force students to think for themselves. Plenary activity should diagnose learning as well as getting students to apply their new knowledge to new and unfamiliar situations.</p>	<p>Teacher meets students at the door, asking each a question. Lesson objectives and learning outcomes clearly delivered or determined. Questioning is diagnostic at start and then more open during main body to allow for further development. Main body may contain practical work, games or tasks that may lead to a whole class presentation or performance. Teacher should provide help where necessary but should not be the 'radiator of knowledge' – students need to be thinking and problem solving by themselves for much of the lesson. AfL or APP, along with levelling and other appropriate assessment should be present. Where appropriate ephemeral, formative or ipsative assessment may be used to diagnose performance and progress.</p>
	
Gold Level Model	
Description Summary	Evidence and Examples
<p>Teaching should be energetic and vibrant, enabling all students to be engaged in the learning activities. Well structured questions at the 6 levels of Bloom's Taxonomy may be used with a focus on higher order thinking being prevalent. Teaching should be informed by theory relating to working memory, cognitive demand and the need for students to reflect on their thinking, i.e. be metacognitive. Students should constantly be given feedback as to their progress and to how they can improve.</p>	<p>Teaching should be designed and delivered to match the needs of the individual students and should be informed by a high level of teacher knowledge and expertise. A more elaborate lesson structure, such as accelerated learning cycle, may be preferred. Questions should be differentiated from 'knowledge' to 'evaluation' types with a focus on higher order thinking skills such as inductive reasoning tasks. Metacognitive techniques should be present and the vast majority of the thinking, working and talking should be done by the students.</p>

The Bronze Level Award

The Bronze Level Award is rooted in the Good and Satisfactory criteria for teaching and learning that have been exemplified in the recent OFSTED framework. The Bronze Level Award applies to, amongst others, Newly Qualified Teachers who have been recommended for the award of QTS as well as teachers who have entered teaching from other professions or have entered ULT & UCST institutions from other educational establishments. It is the intention that these teachers focus on the key areas at Bronze Level for an appropriate period of time, although they should be working towards the Silver Level Award within an appropriate time scale, subject to them evidencing the necessary criteria within the *Learning Portfolio*. Teachers operating at Bronze Level will enable their students to make the expected progress, with a large majority of students making good progress.

Teachers performing at Bronze Level will possess the following attributes and they will demonstrate the following qualities and skills:

1. **Subject Knowledge.** This is the teacher's knowledge of their subject area and this forms the bedrock of the content and skills that need to be learned and evidenced by students. A teacher's subject knowledge, in conjunction with their knowledge of teaching and learning (pedagogic knowledge), enable effective teaching and learning to take place. At Bronze Level, the teacher will:
 - Demonstrate a satisfactory level of subject knowledge when delivering material or being questioned about the material by students or other teachers.
 - Demonstrate appropriate methods for structuring and delivering the relevant content and skills.
 - Respond appropriately when questioned by students during the lesson, providing answers that are factually correct and not providing incorrect, ambiguous or contentious answers.
 - Provide subject knowledge and skills that is accessible to the large majority of students.
 - Link their subject knowledge within the lesson to other areas of the subject being taught or other areas of the curriculum with accuracy and confidence.
2. **Planning and Preparation.** This aspect refers to the focus on how teachers can plan lessons, or sequences of lessons, for the effective progression of their students. In particular, the age and ability range of the students should be taken into consideration so that all students are appropriately catered for. At Bronze Level, teachers will:
 - Provide learning objectives so that it is clear what the large majority of students will learn.
 - Structure the lesson effectively so that learning can take place for the large majority of students.
 - Plan and prepare appropriate resources for learning, including those for use as homework.

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- Organise the teaching area and teaching assistants in a manner that enables learning to occur effectively for the large majority of students.
 - Plan and prepare opportunities for assessment so that prior understanding and new learning can both be diagnosed for the large majority of students.
3. **Methods, Resources and Assistants.** This aspect focuses on the teaching methods, resources and assistants involved in teaching and how an effective structure and appropriate mix of these can maximise learning. At Bronze Level, teachers will:
- Ensure that methods are used in a manner that helps structure teaching so that learning can be maximised for the large majority of students.
 - Use a selection of resources effectively, matching them to the needs of the large majority of students and the content and skills which need to be covered.
 - Organise Teaching Assistants so that they are deployed in a way which ensures that students who need specific support are properly aided in their learning.
 - Provide methods for students to reflect on learning are used so that students can monitor their performance and plan for the next stage.
 - Reflect on their teaching so that they can adapt their teaching to meet their students' learning needs.
4. **Classroom Management.** Classroom Management refers to the teacher's use of behaviour management techniques, organisation of the classroom, praise sanctions and effective planning and teaching to ensure that the atmosphere and environment allow the teacher to teach and the learner to learn. At Bronze Level, teachers will:
- Manage the behaviour of students in an effective and appropriate manner so that the environment is conducive to learning for the large majority of the students.
 - Effectively deploy a range of materials, resources and people so that learning can take place for the majority of students.
 - Use the classroom in an effective way to facilitate learning and celebrate students' work.
 - Set out clear ground rules in terms of their personal expectations of behaviour, seating and working methods.
 - Ensure that little learning time is wasted during the course of the lesson so that learning is maximised.
5. **Questioning.** This highly important aspect relates to 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 on to higher levels of thinking and learning. At Bronze Level, the teacher will:
- Use questions to diagnose knowledge, understanding and misconceptions for the large majority of students within the lesson.
 - Involve students in learning via the use of appropriate closed and open questions.
 - Provide students and themselves with thinking time and wait time during the questioning period.

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- Ensure that the large majority of students are aware of the suitability, purpose and function of the questions they are asking.
6. **Engagement.** Engagement refers to the teacher's use of materials, resources, techniques and strategies to ensure that the teaching is intellectually stimulating, interesting, relevant and fit for purpose. At Bronze Level, the teacher will:
- Ensure that the lesson starts on time and that the large majority of students are focused.
 - Ensure that the pace of the lesson is appropriate with the majority of students being involved in the activities throughout the lesson.
 - Direct, motivate, visit and engage students the large majority of the students during the lesson.
 - Provide relevant, interesting, challenging and appropriate work for the large majority of students to engage in during the lesson.
 - Ensure that little learning time is wasted during the learning period.
7. **Challenge.** This aspect focuses on how teachers will ensure that students reach their full academic potential by providing them with stimulating, challenging and interesting tasks that are relevant to the curriculum and to the child so that knowledge is consolidated and new knowledge, understanding and skills are learned through activities that require levels of high and appropriate cognitive demand. At Bronze Level, a teacher will:
- Provide appropriate and sufficient challenge for the large majority of students.
 - Use differentiation appropriately for a variety of learners.
 - Make sure that a level of challenge is present so that students are not bored (work is too easy) or frustrated (work is too hard).
 - Review students' performance to gauge the challenge needed for future lessons.
 - Explain their understanding of challenge with students so that the students know what their success criteria are.
8. **Assessment, Monitoring and Feedback.** This aspect focuses on the effective use of assessment strategies so that teachers can diagnose the 'current state' of learning of their individual students and use this information in order to set challenging learning objectives. Teachers will provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development. They will support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging needs. In addition to assessing students' work, teachers will assess their own performance and evaluate the impact of their teaching on the progress all learners. At Bronze Level, a teacher will:
- Use summative assessment to judge how well all pupils are performing.
 - Use assessment to provide effective feedback to all students.
 - Involve students in their own learning with a focus on peer and self assessment.
 - Adjust their teaching accordingly to take account of the results of their assessment.
 - Use assessment in a way that has a positive impact on the self-esteem and motivation of students.

9. **Thinking Skills.** These are the activities which enable students to engage in lower, middle or higher order thinking. Typically, such activities allow students to develop their understanding as well as their analytical and evaluative skills. At Bronze Level, a teacher will:
- Ensure that students are given the opportunity to think and to solve problems.
 - Allow students to engage in activities that enable lower, middle and higher order thinking skills to be developed.
 - Provide students with the opportunity to engage in multiple solutions activities or creative and innovative thinking activities.
 - Allow students to plan, monitor and evaluate their work.
10. **Study Skills.** This aspect involves the use of activities and resources which will enable 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. At Bronze Level, a teacher will:
- Provide students (and parents) with information that will allow the large majority of students to use their study time effectively.
 - Provide students with materials, strategies or techniques that will allow students to improve their study skills.
 - Make the learning environment a learning and study centred area for the large majority of students.
 - Use data about the group's preferred learning styles to help them decide how to learn or to study best.
11. **Use of ICT.** This aspect focuses on the appropriate use of ICT hardware and software by teachers and students so that learning is maximised. At Bronze Level, a teacher will:
- Use appropriate hardware and software in a manner that allows the large majority of students to improve upon their current state of learning.
 - Ensure that the large majority of students are given the opportunity to engage in the use of ICT in an interactive manner.
 - Provide a balance of ICT and non-ICT techniques for students to ensure that learning is maximised.
 - Use ICT as an effective means for teaching, assessment and questioning.
12. **Continuing Professional Development.** This aspect relates to 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. At Bronze Level, a teacher will:
- Identify and attend a course of CPD that is directly linked to improving a large majority of their students' learning.
 - Demonstrate how the methods, materials and theory obtained from a recent programme of CPD can be deployed successfully to improve students' learning.

Teaching for Bronze Level Model:

The **Satisfactory** and **Good** criteria for Teaching are:

Good (2): Teaching methods are imaginative. The teacher provides a wide range of activities to help students learn. The teacher expects students to work hard, with the level of challenge being realistic and the students productive.

Satisfactory (3): Teaching is accurate and the teacher seeks to make work interesting and varied whilst tasks have sufficient challenge to keep pupils working well, independently or cooperatively.

The following items need to be taken into consideration when teaching a Bronze Standard Lesson.

- Appropriate **behaviour** management is displayed with students being supported and their opinions being valued. Calm, respectful and responsible behaviour is encouraged and modelled by the teacher.
- **High expectations** of behaviour and learning are inherent in the teaching and a positive learning climate is engendered where the relationship between teacher and students is good. Praise and encouragement are used effectively to promote a positive learning environment, to raise levels of confidence and to reward students for good work and behaviour.
- Effective ways of **communicating** are used by the teaching using, where appropriate, the interactive whiteboard and other appropriate technology.
- Opportunities for students to work **collaboratively** and **cooperatively** are provided in a structured and straightforward manner.
- The need for a brisk **pace** that allows students knowledge to be quickly diagnosed and to act as a lever for increasing knowledge, understanding and skills.
- On-going **formative assessment** is a feature of the lesson, with **questioning** and **feedback** playing a key role.

Exemplar #1: Liz / Geography / KS4 / Mixed Ability.

Scenario: March / Year 10 class - Glaciation / Had class since September / 2nd lesson in a sequence of 5.

Liz is teaching the topic of 'Glaciation' and in the previous lesson she used a number of techniques to cover the basics of where glaciers occur and what they look like. The previous lesson was quite visual as Liz used her own images (from a trip to Canada) and those from the internet to explain what certain features look like. In the previous lesson, Liz 'told a story' about glaciers, explaining that they covered one-tenth of the Earth's surface and that they occurred in two places – places of high altitude and places of high latitude. Liz mentioned that during the ice age, about 10,000 years ago, that one-third of the Earth was covered in ice and almost all of the British Isles was covered in ice at that time. Liz used video material to show a clip of what glaciers look like and where they occur.

Having introduced the students to the area of glaciation, Liz now wants to make sure that the students understand, by the end of lesson 2, the process by which glaciers form. She uses a series of PowerPoint slides to do this, explaining the key words (snowflakes, accumulate, hollow, firn, density, erodes).

Before doing this new work, Liz lets the students enter the classroom and she asks them to stand behind their seats before greeting them. The students sit and Liz explains the three lesson objectives which are:

- To recap on the material learnt in the previous lesson;
- To explain the process in which glaciers are formed,
- To apply this understanding to explain why glaciers grow or shrink.

For each lesson objective, Liz explains the learning outcomes related to each objective, which are:

- To consolidate the key terms and knowledge from the previous lesson;
- To understand how glaciers are formed,
- To understand how changes in certain physical conditions lead to the growth or shrinking of a glacier.

Liz starts the lesson with a quick-fire quiz, the answers to which are 'ice age' '10,000 years' 'high latitude' 'high altitude' 'warmer' 'Canada' 'one third' and 'one tenth'. This takes 5 minutes and she uses this to diagnose students' understanding via targeted questioning.

Having done this, Liz shows the students a video clip lasting 8 minutes in length. The students are given a sheet of questions with spaces to fill in as they come across the answers when watching the video. The sheet and video focuses the students' attention on key words and facts that Liz will return to later. At the end of the video, Liz goes through the questions and asks for the answers, giving praise where appropriate and ensuring incorrect responses are corrected, so that each student has a record of the correct work.

Having done this activity, Liz then arranges the students to get into groups of four. Liz has personally picked the groups as last time she did this, time was wasted with students arguing whose group they wanted to be in and some said 'can we be in a group of 5 or 6?' so Liz has decided to arrange the students into specific groups herself.

Once in groups, Liz gives the groups a large A3 piece of paper with an outline of a glacier on it. In groups, students have to label the various parts of the glacier that have arrows pointing to them. As the students are doing this, Liz goes to each group to see what they are doing, asking them questions and giving them clues or help when they are stuck.

Having done this exercise, Liz goes through the answers on the sheet by using a pre-prepared PowerPoint slide, with all of the correct answers shown. Students mark their diagrams and she collects their marks via a show of hands.

Returning to the PowerPoint slide, Liz explains the process by which a glacier is formed. Each student is now given a sheet with the main physical features of a glacier on it. They stick this in their book and Liz provided them with a series of statements, on thin slips of paper, that refer to how a glacier may grow or shrink. Students, still in groups, have to decide the order in which the statements have to be stuck in their book. The correct order for the statements should be:

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1. Snowflakes collect or accumulate in a hollow in a mountainside.
2. More and more snow falls on top the flakes, gradually compressing it, increasing the density, until after a year or more, snowflakes become a more compact and rounded substance called **firn**.
3. With more snowfalls, the weight compresses the firn together into solid ice of a much greater density.
4. If the ice does not melt and snow continues to fall, the ice mass will become bigger and heavier. Then the force of gravity causes this large ice mass to move downhill, very slowly.
5. As the glacier moves it **erodes** (wears away) the landscape on either side and underneath it, altering the landscape.

Having done this activity, Liz gives the students the following text and reads through it with them:

Each year a glacier will melt in the summer and refreeze in the winter. This process is called the **accumulation** (grow) and **ablation** (shrink). The average between accumulation and ablation is called the **glacial budget**. This shows how much the glacier is growing or shrinking on a yearly basis.

Many of the world's glaciers are melting slowly. Glaciers that are reducing in size are said to be **retreating**. Melting glaciers are found all over the world, both near the equator, such as the **Elena glacier** in **Uganda**, Africa and near to the poles.

Some glaciers are growing, but these are the minority. Glaciers that are growing are said to be **advancing**. Most advancing glaciers are closer to the polar icecaps, but there are examples elsewhere, such as the **Svartisen glacier** in **Norway**.

Having read through this with them, she asks questions to the class which range from closed questions such as 'what are the names for growth and shrinking' to a few open questions such as 'why do you think that more glaciers are shrinking and not growing?'

As a plenary activity, Liz asks students a series of questions which focus on the key words and concepts covered in the lesson. Most of the questions asked are closed and the answers to them are: Corrie, firn, density, high latitude, accumulation, ablation, glacial budget, alpine, Uganda, gravity, global warming.

For homework, Liz asks the students to complete a homework sheet on the work covered in today's lesson and to research the United Nations Framework Convention on Climate Change with respect to their findings on mountain glaciers during the 20th century.

Liz thinks about her planning for the next lesson where she will focus on applying the work covered today to specific glaciers in Europe and South America, thereby linking the material to the real world and allowing her to bring in new vocabulary and terms such as 'hanging valley', 'piedmont' and 'terminus'.

Liz also reflects on the lesson to try and decide which aspects of her teaching could be improved. She arranges to discuss this with her Head of Department and academic mentor.

The Silver Level Award

The Silver Level Award applies to teachers who have acquired the knowledge and skills to plan and teach lessons that are consistently good with elements of outstanding practice. Silver Level teachers will possess good subject knowledge and have a repertoire of teaching strategies that allow them to plan and teach lessons with pace, that challenge students, that develop good relationships with students and fellow professionals and that facilitate high levels of learning. Silver Level teachers will be au fait with assessment, monitoring and feedback strategies that are appropriate for most of their students. They will have developed high quality ICT skills and their lessons will be characterised by high levels of engagement and challenge. Silver level teachers will use a range of appropriate thinking skills and study skills to enhance students' learning and these teachers will be familiar with a range of questioning techniques that leads to improved learning. They will have been involved in a recent, relevant programme of CPD that can develop themselves, their students and their colleagues and they will be organised in terms of the teaching methods, materials and resources that they deploy within their classrooms. Teachers operating at Silver Level will enable a very large majority of their students to make good progress with some making outstanding progress.

Teachers performing at Silver Level will possess the following attributes and they will demonstrate the following qualities and skills:

- 1. Subject Knowledge.** This is the teacher's knowledge of their subject area and this forms the bedrock of the content and skills that need to be learned and evidenced by students. A teacher's subject knowledge, in conjunction with their knowledge of teaching and learning (pedagogic knowledge), enable effective teaching and learning to take place. At Silver Level, the teacher will:
 - Demonstrate a good level of subject knowledge when delivering material or being questioned about the material by students or other teachers.
 - Demonstrate a good range of appropriate methods for structuring and delivering the relevant content and skills.
 - Respond appropriately when questioned by students during the lesson, providing answers that are factually correct and not providing incorrect, ambiguous or contentious answers.
 - Provide good subject knowledge and skills that are accessible to the very large majority of students.
 - Link their subject knowledge within the lesson to other areas of the subject being taught or other areas of the curriculum with high accuracy and confidence.
- 2. Planning and Preparation.** This aspect refers to the focus on how teachers can plan lessons, or sequences of lessons, for the effective progression of their students. In particular, the age and ability range of the students should be taken into consideration so that all students are appropriately catered for. At Silver Level, teachers will:
 - Provide learning objectives so that it is clear what most students will learn.

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- Structure the lesson effectively so that learning can take place for most students.
- Plan and prepare highly appropriate resources for learning, including those for use as homework.
- Organise the teaching area and teaching assistants in a manner that enables learning to occur very effectively for most students.
- Plan and prepare opportunities for assessment so that prior understanding and new learning can both be diagnosed for most students.

3. Methods, Resources and Assistants. This aspect focuses on the teaching methods, resources and assistants involved in teaching and how an effective structure and appropriate mix of these can maximise learning. At Silver Level, teachers will:

- Ensure that highly methods are used in a manner that helps structure teaching so that learning can be maximised for most students.
- Use a selection of resources very effectively, matching them to the needs of most students and the content and skills which need to be covered.
- Organise Teaching Assistants so that they are deployed in a highly effective way which ensures that students who need specific support are properly aided in their learning.
- Provide a variety of very effective methods for students to reflect on learning so that students can monitor their performance effectively and accurately and plan for the next stage.
- Reflect on their teaching so that they can adapt their teaching in a number of ways to meet their students' learning needs.

4. Classroom Management. Classroom Management refers to the teacher's use of behaviour management techniques, organisation of the classroom, praise sanctions and effective planning and teaching to ensure that the atmosphere and environment allow the teacher to teach and the learner to learn. At Silver Level, teachers will:

- Manage the behaviour of students in an effective and appropriate manner so that the environment is conducive to learning for most students.
- Effectively deploy a range of materials, resources and people so that learning can take place for most students.
- Use the classroom in a very effective way to facilitate learning and celebrate every student's work.
- Set out clear ground rules in terms of their personal expectations of behaviour, seating and working methods.
- Ensure that very little learning time is wasted during the course of the lesson so that learning is maximised.

5. Questioning. This highly important aspect relates to 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 on to higher levels of thinking and learning. At Silver Level, the teacher will:

- Use a range of questions to diagnose knowledge, understanding and misconceptions for the large majority of students within the lesson.
- Involve students in learning via the use of appropriate differentiated questions with differentiation occurring at two or three levels.
- Provide students with the opportunity to write their own questions and mark schemes for answers.
- Provide students and themselves with thinking time and wait time during the questioning period based on the ability range of the group and the demand of the question.
- Ensure that most students are aware of the suitability, purpose and function of the questions they are asking.

6. Engagement. Engagement refers to the teacher's use of materials, resources, techniques and strategies to ensure that the teaching is intellectually stimulating, interesting, relevant and fit for purpose. At Silver Level, the teacher will:

- Ensure that the lesson starts on time and that most students are highly focused.
- Ensure that the pace of the lesson is appropriate with most students being involved in the activities throughout the lesson.
- Direct, motivate, visit, involve and engage most of the students during the lesson so that they acquire good knowledge and develop and practise skills well.
- Provide relevant, highly interesting, challenging and appropriate work for most students to engage in during the lesson.
- Ensure that very little learning time is wasted during the learning period.

7. Challenge. This aspect focuses on how teachers will ensure that students reach their full academic potential by providing them with stimulating, challenging and interesting tasks that are relevant to the curriculum and to the child so that knowledge is consolidated and new knowledge, understanding and skills are learned through activities that require levels of high and appropriate cognitive demand. At Silver Level, a teacher will:

- Provide appropriate, high level challenge for most students.
- Use differentiation very appropriately for a variety of learners.
- Make sure that a significant level of challenge is present so that students are not bored (work is too easy) or frustrated (work is too hard).
- Review a number of individual student's performance to gauge the challenge needed for future lessons for a range of learners.
- Explain their understanding of challenge to all students so that the students know what their individual success criteria are.

8. Assessment, Monitoring and Feedback. This aspect focuses on the effective use of assessment strategies so that teachers can diagnose the 'current state' of learning of their individual students and use this information in order to set challenging learning objectives. Teachers will provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development. They will support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging needs. In addition

to assessing students' work, teachers will assess their own performance and evaluate the impact of their teaching on the progress all learners. At Silver Level, a teacher will:

- Use a range of summative assessment techniques to judge how well all pupils are performing.
- Uses a range of assessment techniques to provide effective feedback to all students.
- Involve students in their own learning with a sharp focus on peer and self assessment.
- Adjust their teaching accordingly to take account of the results of their assessment.
- Use summative, formative, ipsative and ephemeral assessment in a way that has a positive impact on the self-esteem and motivation of most students.

9. Thinking Skills. These are the activities which enable students to engage in lower, middle or higher order thinking. Typically, such activities allow students to develop their understanding as well as their analytical and evaluative skills. At Silver Level, a teacher will:

- Ensure that students are given the opportunity to think and to solve challenging problems.
- Allow students to engage in activities that encourage higher order thinking skills to be developed.
- Provide students with the opportunity to engage in a variety of challenging and interesting multiple solutions activities or creative and innovative thinking activities.
- Allow students to plan, monitor and evaluate their work on a regular basis and ensure that students have the opportunity to verbalise their progress within lessons.

10. Study Skills. This aspect involves the use of activities and resources which will enable 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. At Silver Level, a teacher will:

- Provide students (and parents) with information that will allow most students to use their study time very effectively.
- Provide students with good quality materials, strategies or techniques that will allow students to significantly improve their study skills.
- Make the learning environment a learning and study centred area for most students.
- Use data about groups of students' preferred learning styles to help them decide how to learn or to study best.

11. Use of ICT. This aspect focuses on the appropriate use of ICT hardware and software by teachers and students so that learning is maximised. At Silver Level, a teacher will:

- Use appropriate hardware and software in a manner that allows most students to improve significantly upon their current state of learning.
- Ensure that most students are given the opportunity to engage in the use of ICT in an interactive manner.
- Provide a good balance of ICT and non-ICT techniques for students to ensure that learning is maximised.
- Use ICT as a highly effective means for teaching, assessment and questioning.

12. Continuing Professional Development. This aspect relates to 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. At Silver Level, a teacher will:

- Identify and attend a course of CPD that is directly linked to improving most of their students' learning.
- Demonstrate how high quality methods, materials and theory obtained from a recent programme of CPD can be deployed successfully to improve students' learning and shared with other staff.
- Produce or adapt good quality materials from a recent CPD course that can be shared with other staff.
- Use the high quality methods, materials, resources or theory from a recent episode of CPD to help other teachers develop their teaching in a way that improves learning.

Planning for Silver Level Lessons:

The **Outstanding** and **Good** criteria for Planning are:

Outstanding (1): The lesson is planned to a very high standard, with the intention of meeting the needs of all different types of learners.

Good (2): The lesson plan is of a high standard, planning for student outcomes is at least at three levels.

The following items need to be taken into consideration when planning a Silver Level Lesson.

- **Learning outcomes** are provided that are appropriate for all students, with an appropriate level of challenge being present and particular interest being paid to the different types of learners within the class. Provision is made for **visual, auditory and kinaesthetic** learners.
- Opportunities for **praise and encouragement**, although not explicitly expressed, are incorporated into the planning of the lesson;
- An appropriate **starter activity** is planned that engages and involves all students from the start of the lesson and that induces **pace**. Other activities are planned that allow an appropriate **change of pace** during the course of the lesson.
- **Closed Questions** have been planned that both **diagnose prior learning** and allow the teacher and student to determine what has been learnt during the lesson. **Open questions** have been planned that challenge students, lead them to new learning and rouse curiosity.
- A **variety** of appropriate learning activities have been planned as part of the main body, involving opportunities for **performance, drama or games** as appropriate.
- Appropriate resources, such as worksheets, practical work and the use of appropriate, high-quality **ICT**, have been prepared and are available for use in the lessons by the students.
- **Assessment for Learning** and other forms of formative and summative assessment are in place to track pupil progress before, during and after the lesson.

Exemplar #1: Suzanne / Maths / KS3 / Middle ability.

Scenario: Lesson in February / Experienced Teacher / Had Class since September / 4th lesson in a sequence of 7 lessons, with this lesson focusing on percentages.

Suzanne is planning a lesson for her middle ability year 7 maths class. The lesson will be the fourth in a sequence of seven lessons that have focused on 'number'. In the previous three lessons, Suzanne has covered the areas of fractions and decimals, with students being able, in most cases, to shade in particular fractions of shapes, estimate fractions and convert between fractions and decimals. This lesson, Suzanne wants to build on the students' knowledge of fractions and decimals by introducing them to the area of percentages and linking the three areas together. When planning the lesson, Suzanne is distinctly aware that 3 of the 24 students in the class (2 boys and 1 girl) are struggling with the more demanding aspects of the number work, so she needs to make sure that the lesson is structured in such a way that supports, engages and progresses these students appropriately.

Suzanne's lesson objectives are:

- To recap the work that has been done on fractions and decimals.
- To successfully explain the term 'percentage'.
- For students to apply the new knowledge of percentages to their understanding of fractions

and decimals.

Suzanne's desired learning outcomes for her students are differentiated. They are:

- **All** students **must** be able to successfully identify or shade in a fraction, a decimal and a percentage from a list of shapes that they are given.
- **Most** students **should** be able to successfully convert a fraction to a decimal and then to a percentage.
- **Some** students **could** be able to calculate a fraction, a decimal or a percentage of another number. For example: What is $\frac{1}{4}$ of 60? Express $20 / 80$ as a decimal. What is 40% of 50?

Starter to plan: kinaesthetic activities involving fractions and decimals. Use to diagnose understanding and misconceptions. 'Less than', 'equal to' or 'more than' game. Cowboy shoot-out game.

Main body: exposition – starting with a recap of the fractions and decimals work they have just been doing in the starter. Do via a series of visual shapes on the IWB that have been shaded. In each case, the fraction is shown and its conversion to a decimal. This is reinforced via the use of a number line to show fractions and decimals along the number line as values between 0 and 1, using terms and numbers such as nothing, a quarter, 0.25, $\frac{1}{4}$, a half, 0.5, $\frac{1}{2}$ and a whole. Percentages are then brought in as a 'special fraction' that is 'out of 100'. Pupils then do a circus of investigations (8 groups of 3 students, each spending 5 minutes at each activity). Sheets handed in for marking. Explain what the 8 activities are in the circus.

Plenary – questions on activity followed by interactive whiteboard use of 'maths pack' games where students come to the IWB to shade in the fractions or percentages and indicate decimals on a number line. Other activities involve finding fractions and percentages of things, e.g. 'how many people in this group would be 25% of the group?'

The Gold Level Award

The Gold Level Award applies to teachers who have acquired the knowledge and skills to plan and teach lessons that are always at least good with elements of outstanding practice displayed on a very frequent basis. Gold Level teachers have usually been teaching for a number of years, although it is possible that relatively young or teachers new to the profession may demonstrate such abilities provided that they have demonstrated a high level of competence. This may involve an involvement in programmes such as the *Teacher Leader Programme* or the *Advanced Skills Teacher* route. Gold Standard teachers will have a truly high-quality repertoire of teaching strategies that allow them to plan and teach lessons with pace, that challenge students, that develop excellent relationships with students and fellow professionals and that facilitate the highest levels of learning. They will be aware of the key theoretical pillars that support the best pedagogy and they will be able to apply their knowledge of teaching and learning in a creative manner that facilitates learning of the highest quality. Gold Standard teachers within ULT will be involved in action research projects on a regular basis and they will be highly reflective practitioners. Gold Level teachers will be au fait with assessment, monitoring and feedback strategies that are appropriate for all of their students and they will be up to date with the most current thinking in this area. Their subject knowledge will be excellent, their ICT skills will be first rate and their understanding of thinking skills and study skills will allow students to achieve superb results both independently and collaboratively. Gold Level teachers will possess excellent subject knowledge and their leadership of others, both students and other professionals, will be truly outstanding. The contribution of Gold Level teachers to teaching and learning throughout the school and the group will be of the very highest order. They will enable all of their students to make good progress, with the majority of students making outstanding progress.

Teachers performing at Gold Level will possess the following attributes and they will demonstrate the following qualities and skills:

- 1. Subject Knowledge.** This is the teacher's knowledge of their subject area and this forms the bedrock of the content and skills that need to be learned and evidenced by students. A teacher's subject knowledge, in conjunction with their knowledge of teaching and learning (pedagogic knowledge), enable effective teaching and learning to take place. At Gold Level, the teacher will:
 - Demonstrate an excellent level of subject knowledge when delivering material or being questioned about the material by students or other teachers.
 - Demonstrate a good range of highly appropriate methods for structuring and delivering the relevant content and skills.
 - Respond very appropriately when questioned by students during the lesson, explaining knowledge-based issues clearly, efficiently and correctly, taking into consideration the student being addressed.
 - Provide excellent subject knowledge and skills that are highly accessible to all students.
 - Link their excellent subject knowledge within the lesson to other areas of the subject being taught or other areas of the curriculum extremely well.

- 2. Planning and Preparation.** This aspect refers to the focus on how teachers can plan lessons, or sequences of lessons, for the effective progression of their students. In particular, the age and ability range of the students should be taken into consideration so that all students are appropriately catered for. At Gold Level, teachers will:
- Provide very clear learning objectives so that it is clear what all students will be learning.
 - Structure the lesson extremely effectively so that learning can take place for all students.
 - Plan and prepare highly appropriate resources for learning, including those for use as homework.
 - Organise the teaching area and teaching assistants in a manner that enables learning to occur very effectively for all students.
 - Plan and prepare opportunities for assessment so that prior understanding and new learning can both be diagnosed for all students.
- 3. Methods, Resources and Assistants.** This aspect focuses on the teaching methods, resources and assistants involved in teaching and how an effective structure and appropriate mix of these can maximise learning. At Gold Level, teachers will:
- Ensure that extremely effective methods are used in a manner that helps structure teaching so that learning can be maximised for all students.
 - Use a selection of resources very effectively, matching them to the needs of all students and the content and skills which need to be covered.
 - Organise Teaching Assistants so that they are deployed in a highly effective way which ensures that all students who need specific support are properly aided in their learning.
 - Provide a variety of very effective methods for all students to reflect on learning so that students can monitor their performance effectively and accurately and plan for the next stage.
 - Reflect on their teaching so that they can adapt their teaching in a number of ways to meet all of their students' individual learning needs.
- 4. Classroom Management.** Classroom Management refers to the teacher's use of behaviour management techniques, organisation of the classroom, praise sanctions and effective planning and teaching to ensure that the atmosphere and environment allow the teacher to teach and the learner to learn. At Gold Level, teachers will:
- Manage the behaviour of students in a highly effective and appropriate manner so that the environment is conducive to learning for all students.
 - Effectively deploy a range of highly effective materials, resources and people so that learning can take place for all students.
 - Use the classroom in a highly effective way to facilitate learning and celebrate every student's work.
 - Set out clear ground rules in terms of their high personal expectations of behaviour, seating and working methods.

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- Ensure that virtually no learning time is wasted during the course of the lesson so that learning is maximised.
- 5. Questioning.** This highly important aspect relates to 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 on to higher levels of thinking and learning. At Gold Level, the teacher will:
- Use a range of excellently structured questions to diagnose knowledge, understanding and misconceptions for all students within the lesson.
 - Involve all students in learning via the use of appropriately differentiated open, closed and Socratic questions based on a deep understanding of the learning needs of each student.
 - Provide students with the opportunity to write their own questions and mark schemes for answers.
 - Provide students and themselves with thinking time and wait time during the questioning period based on the ability range of the group and the demand of the question.
 - Ensure that all students are aware of the suitability, purpose and function of a range of different questions they are being asked, or asking, in a sophisticated manner.
 - Refer to Bloom's Taxonomy (or similar) when asking or structuring questions.
- 6. Engagement.** Engagement refers to the teacher's use of materials, resources, techniques and strategies to ensure that the teaching is intellectually stimulating, interesting, relevant and fit for purpose. At Gold Level, the teacher will:
- Ensure that the lesson starts on time and that all students are highly focused.
 - Ensure that the pace of the lesson is appropriate at all times with all students being involved in the activities throughout the lesson.
 - Enable students to demonstrate excellent concentration skills so that they are rarely off task, even in extended periods of time without direction from an adult.
 - Direct, motivate, visit, involve and engage all of the students during the lesson so that they acquire excellent knowledge and develop and practise skills exceptionally well.
 - Provide relevant, highly interesting, challenging and appropriate work for all students to engage in during the lesson.
 - Ensure that virtually no learning time is wasted during the learning period.
- 7. Challenge.** This aspect focuses on how teachers will ensure that students reach their full academic potential by providing them with stimulating, challenging and interesting tasks that are relevant to the curriculum and to the child so that knowledge is consolidated and new knowledge, understanding and skills are learned through activities that require levels of high and appropriate cognitive demand. At Gold Level, a teacher will:
- Provide appropriate, high level challenge for all students.
 - Use a range of differentiation techniques very appropriately for a variety of learners, with a focus on each student.

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- Make sure that a significant level of challenge is present so that no students are bored (work is too easy) or frustrated (work is too hard).
- Review every student's individual performance to gauge the challenge needed for future lessons for every learner.
- Explain their understanding of high challenge to all students so that they all know what their individual 'outperformance' success criteria are.

8. Assessment, Monitoring and Feedback. This aspect focuses on the effective use of assessment strategies so that teachers can diagnose the 'current state' of learning of their individual students and use this information in order to set challenging learning objectives. Teachers will provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development. They will support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging needs. In addition to assessing students' work, teachers will assess their own performance and evaluate the impact of their teaching on the progress all learners. At Gold Level, a teacher will:

- Use a range of summative assessment techniques to judge how well all pupils are performing.
- Uses a range of assessment techniques to provide effective feedback to all students.
- Involve students in their own learning with a sharp focus on peer and self assessment.
- Adjust their teaching accordingly to take account of the results of their assessment.
- Use summative, formative, ipsative and ephemeral assessment in a way that has a positive impact on the self-esteem and motivation of all students.

9. Thinking Skills. These are the activities which enable students to engage in lower, middle or higher order thinking. Typically, such activities allow students to develop their understanding as well as their analytical and evaluative skills. At Gold Level, a teacher will:

- Ensure that students are given the opportunity to think and to solve problems of an appropriately high cognitive demand for all students.
- Allow all students to engage in activities that encourage higher order thinking skills to be developed.
- Provide all students with the opportunity to engage in a variety of challenging and interesting multiple solutions activities or creative and innovative thinking activities, based on the knowledge and needs of the individual.
- Allow students to plan, monitor and evaluate their work on a very regular basis and ensure that students have the opportunity to monitor and evaluate their progress within lessons, leading to significantly better learning.

10. Study Skills. This aspect involves the use of activities and resources which will enable 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. At Gold Level, a teacher will:

- Provide students (and parents) with information that will allow all students to use their study time very effectively.

- Provide students with excellent quality materials, strategies or techniques that will allow all students to significantly improve their study skills.
- Make the learning environment a learning and study centred area for most students and provides opportunities for students to visit other high quality study locations.
- Use data about each student's individual preferred learning styles to help them decide how to learn or to study best. The teacher will share this with each individual student.

11. Use of ICT. This aspect focuses on the appropriate use of ICT hardware and software by teachers and students so that learning is maximised. At Gold Level, a teacher will:

- Use appropriate hardware and software in a manner that leads to outstanding learning.
- Ensure that most students are given the opportunity to engage in the use of ICT in a highly interactive and highly effective manner.
- Provide an excellent balance of ICT and non-ICT techniques for students to ensure that learning is maximised.
- Ensure that the ICT materials being used are highly stimulating and highly engaging.
- Use ICT as an extremely effective means for teaching, assessment and questioning.

12. Continuing Professional Development. This aspect relates to 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. At Gold Level, a teacher will:

- Identify and attend a course of CPD that is strongly linked to improving the learning of all students.
- Demonstrate how very high quality methods, materials and theory obtained from a recent programme of CPD can be deployed successfully to improve students' learning and shared with other staff.
- Produce or adapt extremely high quality materials from a recent CPD course that can be shared with other staff.
- Use the high quality methods, materials, resources or theory from a recent episode of CPD to help other teachers develop their teaching in a way that significantly improves learning.

Planning for Gold Level Lessons:

The **Outstanding** criterion for Planning is:

Outstanding (1): The lesson is planned to a very high standard, with the intention of meeting the needs of all different types of learners.

The following items need to be taken into consideration when planning a series of Gold Level Lessons.

- **Learning outcomes** are provided that are appropriate for all students, with an appropriate level of **challenge**, based on an understanding of **Piagetian Programmes**, being present and particular interest being paid to the different types of learners within the class. Provision is made for **visual, auditory and kinaesthetic** learners. The learning outcomes will take into consideration the students' current state of knowledge and skills and so will be **constructivistic** in nature. Where appropriate, **inductive reasoning** tasks might be deployed to induce teamwork, discussion and high quality debate.
- Opportunities for **praise and encouragement**, although not explicitly expressed, are incorporated into the planning of the lesson. The teacher will use effective **modelling** of behaviour to demonstrate academic and behavioural expectations.
- An appropriate **starter activity** is planned that engages and involves all students from the start of the lesson and that induces **pace**. Other activities are planned that allow an appropriate **change of pace** during the course of the lesson, but without overloading the students' **working memory**.
- **Closed Questions** have been planned that both **diagnose prior learning** and allow the teacher and student to determine what has been learnt during the lesson. **Open questions** have been planned that challenge students, lead them to new learning and rouse curiosity. **Socratic questioning** techniques have been planned into the lesson structure which will enable students to question one another and the teacher. In all cases knowledge of **Bloom's Taxonomy of Educational Objectives** has been used to inform the planning and opportunities have arisen for students to engage in **higher order thinking skills** activities that have **multiple solutions**.
- A **variety** of appropriate learning activities have been planned as part of the main body, involving opportunities for **performance, drama or games** as appropriate. The tasks have been planned to allow students to work **independently** at times and **collaboratively** on other occasions, with the focus being on student-led learning.
- Appropriate resources, such as worksheets, practical work and the use of appropriate, high-quality **ICT**, have been prepared and are available for use in the lessons by the students.
- **Assessment for Learning** and other forms of formative and summative assessment are in place to track pupil progress before, during and after the lesson. In addition to this, tasks have been planned which will allow the teacher to assess students' progress during the lesson as well as **metacognitive** assessment techniques that will allow the students to monitor, and act upon, their own performance.
- Activities have been planned by the teacher that students will **expect**, although some **unexpected** tasks have been built into the plan to rouse interest and to stimulate curiosity.
- Opportunities for students to be creative will be present as well as occasions where students learn how to effectively **use study skills** that positively promote learning and retention.
- On occasion, the teaching and learning might form part of an on-going body of **action research**, with students being given the opportunity to influence the learning environment

and be able to engage in opportunities for **evaluation**.

Exemplar #1: Judith/ English / KS4 / Mixed ability

Scenario: Lesson in June / Experienced Teacher / Judith has taught many of the students in this class for a number of years / 6th lesson in a sequence of 7 lessons, with this lesson focusing on 20th century poetry.

Judith is an experienced teacher with 15 years' teaching experience. She is currently completing an MA with her local university, focusing on effective strategies for enhancing the teaching and learning of English at KS4.

In her plan, Judith writes down her three lesson objectives and her three learning outcomes which refer to both the English content in the lesson and the higher order thinking skills that she wants the students to become engaged in. These refer to levels 6 and 7 in the writing strand, with a particular focus on simple and complex sentences and layout of work (at level 6) and a progression to experimenting with different sentence lengths, effective use of a wide range of punctuation and the spelling of complex irregular words (at level 7). Judith realises that some of the students will find the work quite challenging, but she is intent on raising their levels of knowledge and skills in a challenging but fun way. Her plan refers to Piagetian frameworks and constructivism, as this is a focus for her MA work and an ongoing assessment of this will be conducted after the lesson.

Judith decides to have a starter that will be split into three very fast and engaging activities. Her diagnostic starter will be a 'I'm the Answer' activity. Judith will greet her students at the door and hand them a word which she has printed onto A5 sized cards. These words refer to various areas of English and she will ask them questions where they will remain standing if the word is a potential answer to the question she asks. This is planned to induce multiple solutions thinking and to allow for student involvement via Socratic questioning and discussion. After this diagnostic starter, Judith will introduce the class to 'punctuation kung fu' where they will act out the punctuation marks that they need to know and use. Judith plans for this as it is a very useful activity for engaging students, for providing an effective activity for kinaesthetic learners and for enhancing learning through associationism – i.e. it will be unexpected and students will hopefully learn better by associating the punctuation with the kung fu moves. Judith's third starter will be a quick, timed game of 'call my bluff' where students have to guess the meaning of a word that they will come across in today's lesson on poetry.

For her main body activity, Judith has planned three activities – firstly, a KWL activity where students write down what they 'Know' and 'Want to' know about the piece of video that they are going to watch. Then after the video they write down what they have 'Learnt' based on the new knowledge and understanding they have acquired through watching the video. Judith plans this so that working memory capacity is not overloaded, so that she can intervene when necessary to pose questions and because the activity is constructivist – i.e. it allows new knowledge to be built on current knowledge, which she can then assess via questioning and use of AfL. The video clip she shows the students will focus on the poetry of Ted Hughes and Seamus Heaney and it will be 8 minutes in length.

The second part of the main body activity is a 'Quest-cussion' activity. Like the KWL activity, Quest-cussion is a very useful scaffold, but unlike KWL the students are expected to generate questions after listening to two of his own poems being read by Dylan Thomas. The poems are 'Poem in October' and 'Do not go gentle into that good night'. The quest-cussion activity allows students to only generate questions and not to answer them. They do this individually, then they work in pairs

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and groups to collect questions together before focusing on the best question, explaining why.

The third part of the main body involves students having to compose a poem that contains elements of all three poets they have seen or heard today – i.e. Hughes, Heaney and Thomas. They will be presenting their poems to the class near the end of the lesson via a media of their own choice – verbal, kung fu, mime, PowerPoint, rap, song, video or in any other creative way.

Judith plans to do an ‘odd one out’ activity for her plenary with ‘Hughes’, ‘Heaney’ and ‘Thomas’ being the names she will use. This develops creativity and divergent thinking, as well as making students think due to the multiple solutions nature of the task. Judith then does a quick quiz to test knowledge, allowing students to leave when they have correctly answered a question relating to the work covered. She also plans to ask students to complete a questionnaire that relates to how effective they thought the various elements of her lesson were. She will use this collected information to decide how she can improve her teaching for next time.

Appendices

Appendices

Appendix 1 – ULT Professional Teaching Standards	...	...	...	pages 32 to 35
Appendix 2 – The OFSTED quality of teaching and the use of assessment to support learning: grade descriptors	...	...	...	pages 36 & 37
Appendix 3 - The quality of pupils' learning and their progress and the quality of learning for pupils with learning difficulties and / or disabilities and their progress: grade descriptors	...	...	...	pages 38 & 39
Appendix 4 – OFSTED Lesson Observation Judgements	...	...	...	pages 40 & 41
Appendix 5 – References	...	...	...	page 42
Appendix 6 – Glossary of Terms	...	...	...	pages 43 & 44

ULT Professional Teacher Standards – Experienced Teachers (PT2 and EPT)

Knowledge and Understanding (K/U)

Experienced ULT Teachers:

- 1.1 Keep up to date with their subject, broadening and deepening their understanding of their subject.
- 1.2 Consider wider curriculum developments within their own and related subjects.
- 1.3 Review teaching methods and use relevant classroom research.
- 1.4 Embrace technology for student learning.
- 1.5 Identify and understand students' differing learning styles and use this knowledge to raise student performance.

Teaching and Assessment (T/A)

Experienced ULT Teachers:

- 2.1 Pursue high standards, encourage students to evaluate their own work and set and monitor appropriately challenging student performance targets.
- 2.2 Anticipate and plan for future needs and opportunities.
- 2.3 Plan lessons that reflect student's differing learning styles and prior attainment.
- 2.4 Manage classrooms for effective and enjoyable learning and for good behaviour and discipline.
- 2.5 Use information about prior attainment, student assessment, monitoring, target setting and feedback as an integrated tool to raise student achievement.
- 2.6 Where circumstances allow work in partnership with parents to improve learning and achievement.

Student Learning and Progress (SL/P)

Experienced ULT Teachers:

- 3.1 Are able to show sustained student progress.
- 3.2 Use performance data effectively to raise achievement and to devise intervention strategies.
- 3.3 Contribute to or initiate projects for tracking student performance across a group of subjects or over a number of years to improve learning for students.
- 3.4 Provide effective support for students with particular learning needs and work in close cooperation with experts in this area.
- 3.5 Encourage students to extend their horizons and to take on challenges, inspiring them and motivating them to develop skills and talents within and beyond the classroom.

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Wider Professional Effectiveness (WPE)

Experienced ULT Teachers:

- 4.1 Embrace a whole school approach to the personal and social development of students.
- 4.2 Contribute to student's personal, spiritual, moral, social and cultural development within the context of the Christian ethos of the school.
- 4.3 Strengthen the professional community and mutual respect in the staff room, helping departmental and team colleagues meet objectives and standards.
- 4.4 Initiate and lead events and activities that enhance the school ethos, cross curricular learning, life skills and students' employability.

Professional Characteristics (PC)

Experienced ULT Teachers:

- 5.1 Provide a role model for colleagues and students, demonstrating enthusiasm and a love of learning.
- 5.2 Use critical and reflective self-evaluation to improve their teaching and professional effectiveness.
- 5.3 Commit to their own professional development.

ULT Professional Teaching Standards – Entry Level Teachers PT1

Knowledge and Understanding (K/U)

ULT Teachers in their first two years in the profession:

- 1.1 Have a sound knowledge of their subject.
- 1.2 Understand the relevant curriculum and;
- 1.3 Know what methods and strategies are likely to be effective in teaching the subject.
- 1.4 Make imaginative use of more and more teaching methods including technology.
- 1.5 Use different strategies with students of varying ability including gifted children.

Teaching and Assessment (T/A)

ULT Teachers in their first two years in the profession:

- 2.1 Have high, clear and realistic expectations for students' learning and behaviour which are grounded in national, local and Academy targets and performance data.
- 2.2 Plan lessons that motivate through the use of pace, structure, variety and interest.
- 2.3 Maintain good behaviour through effective classroom management.

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- 2.4 Mark, record and monitor students' class and homework, given constructive oral and written feedback and targets for students' progress.

Student Learning and Progress (SL/P)

ULT Teachers in their first two years in the profession:

- 3.1 Focus on the learning that is taking place and the progress the students are making.
- 3.2 Use performance data to understand student progress.
- 3.3 Convey their intellectual curiosity to students and provide opportunities for students to take responsibility for their own learning.
- 3.4 Increasingly seek out good practice in order to raise student achievement and meet challenging targets.

Wider Professional Effectiveness (WPE)

ULT Teachers in their first two years in the profession:

- 4.1 Implement the school's pastoral support policies and support the Christian ethos of the school.
- 4.2 Have appropriate relationships with students.
- 4.3 Communicate effectively with parents on pastoral issues that affect learning.
- 4.4 Support and as appropriate contribute to events and activities which enhance the wider school ethos including cross curricular learning and the development of students' employability skills.

Professional Characteristics (PC)

ULT Teachers:

- 5.1 Have high expectations and standards in respect of their own professionalism – for example, punctuality, attendance, professional attire, communication, record keeping.
- 5.2 Work towards whole school and team goals.
- 5.3 Increasingly take on difficult challenges and identify their own training and development needs.
- 5.4 Express a willingness to try out new ideas and approaches.

ULT Professional Teaching Standards – Leaders and Managers

Knowledge and Understanding (K/U)

ULT Leaders and Managers:

- 1.1 Continually update their knowledge and understanding of educational best practice across a range of areas.
- 1.2 Contribute at a strategic level to a whole school curriculum development.
- 1.3 Understand the organisational and financial rationale of policies and plans with the Academy.

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- 1.4 Have a high awareness of behavioural strategies to be applied across the Academy.
- 1.5 Promote the use of and development of technology in order to achieve efficient and effective ways of working to improve pupil learning and achievement.

Teaching and Assessment (T/A)

- 2.1 Act as mentors to other staff encouraging a learning culture.
- 2.2 Effectively use lesson observation as a tool for enhancing the techniques of others in improving teaching and learning styles.
- 2.3 Evaluate their own and others' teaching constructively and use this to improve overall effectiveness.
- 2.4 Analyse and articulate the craft of teaching and associated professional expertise and use this as a base for coaching others.

Student Learning and Progress (SL/P)

- 3.1 Inspire and motivate pupils and staff to develop skills, talents and attributes.
- 3.2 Lead and manage the development of processes to ensure improvements in pupil learning are monitored.
- 3.3 Lead teams of other staff in the area of improved pupil learning and student achievement through the setting and monitoring of team goals.

Wider Professional Effectiveness (WPE)

- 4.1 Actively contribute to the creation of the Academy's ethos and culture.
- 4.2 Are seen as the sources of expert advice both inside and outside the Academy and recognised as leaders in their field.
- 4.3 Raise the profile of the Academy in the community, are aware of and contribute positively to ULT's objectives.

Professional Characteristics (PC)

- 5.1 Have high level coaching skills, set challenging targets for colleagues and provide support for those to be achieved, creating an atmosphere of continued professional development.
- 5.2 Seek ways to develop and enhance their own leadership and management skills, taking ownership for their personal development.

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The quality of teaching and the use of assessment to support learning: grade descriptors.

Outstanding (1)	Teaching is at least good and much is outstanding, with the result that the pupils are making exceptional progress. It is highly effective in inspiring pupils and ensuring that they learn extremely well. Excellent subject knowledge is applied consistently to challenge and inspire pupils. Resources, including new technology, make a marked contribution to the quality of learning, as does the precisely targeted support provided by other adults. Teachers and other adults are acutely aware of their pupils' capabilities and of their prior learning and understanding, and plan very effectively to build on these. Marking and dialogue between teachers, other adults and pupils are consistently of a very high quality. Pupils understand in detail how to improve their work and are constantly supported in doing so. Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating when they may need to intervene and doing so with striking impact on the quality of learning.
Good (2)	The teaching is consistently effective in ensuring that pupils are motivated and engaged. The great majority of teaching is securing good progress and learning. Teachers generally have strong subject knowledge which enthuses and challenges most pupils and contributes to their good progress. Good and imaginative use is made of resources, including new technology to enhance learning. Other adults' support is well focused and makes a significant contribution to the quality of learning. As a result of good assessment procedures, teachers and other adults plan well to meet the needs of all pupils. Pupils are provided with detailed feedback, both orally and through marking. They know how well they have done and can discuss what they need to do to sustain good progress. Teachers listen to, observe and question groups of pupils during lessons in order to reshape tasks and explanations to improve learning.
Satisfactory (3)	Teaching may be good in some respects and there are no endemic inadequacies in particular subjects or across year groups. Pupils show interest in their work and are making progress that is broadly in line with their capabilities. Teachers' subject knowledge is secure. Adequate use is made of a range of resources, including new technology, to support learning. Support provided by other adults is effectively deployed. Teaching ensures that pupils are generally engaged by their work and little time is wasted. Regular and accurate assessment informs planning, which generally meets the need of all groups of pupils. Pupils are informed about their progress and how to improve through marking and dialogue with adults. Teachers monitor pupils' work during lessons, pick up general misconceptions and adjust their plans accordingly to support learning.
Inadequate (4)	Expectations are inappropriate. Too many lessons are barely satisfactory or are inadequate and teaching fails to promote the pupils' learning, progress or enjoyment.

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	<p>Or ...</p> <p>Assessment takes too little account of the pupils' prior learning or their understanding of tasks and is not used effectively to help them improve.</p>
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The quality of pupils' learning and their progress and the quality of learning for pupils with learning difficulties and / or disabilities and their progress: grade descriptors.

Outstanding (1)	The pupils acquire knowledge, develop understanding and learn and practise skills exceptionally well. Pupils demonstrate excellent concentration and are rarely off task, even in extended periods without direction from an adult. They have developed resilience when tackling challenging activities in a range of subjects. Their keenness and commitment to succeed in all aspects of school life and ability to grasp opportunities to extend and improve their learning are exceptional. Progress is at least good in each key stage, key subjects and for different groups and is exemplary in some.
Good (2)	The pupils acquire knowledge, develop understanding and learn and practise skills well. The pupils are keen to do well, apply themselves diligently in lessons and work at a good pace. They seek to produce their best work and are usually interested and enthusiastic about their learning in a range of subjects. A very large majority of pupils make at least good progress and some may make outstanding progress, with nothing that is inadequate.
Satisfactory (3)	The extent to which pupils acquire knowledge, develop understanding and learn and practise skills is at least satisfactory. Most pupils work effectively in a range of subjects when provided with appropriate tasks and guidance but lack confidence in improving the quality of their work. They generally work steadily and occasionally show high levels of enthusiasm and interest. The pupils make the progress expected given their starting points and some, although not the majority, make good progress. Progress is inadequate in no major respect (for example, a key stage or particular group of pupils), and may be good in some respects.
Inadequate (4)	<p>The extent to which pupils acquire knowledge, develop understanding and learn and practise skills is inadequate.</p> <p>Or ...</p> <p>Too many pupils fail to work effectively unless closely directed by an adult and give up easily. Pupils do not enjoy the activities provided, which is reflected in poor completion of tasks across a range of subjects.</p> <p>Or ...</p>

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	<p>Pupils, or particular groups of pupils, make too little progress in one or more key stages.</p>
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Lesson Observation Judgements for *Planning, Teaching and Assessment and Marking*

Overall Assessment	Planning and Preparation Criteria
Outstanding (1)	The lesson is planned to a very high standard, with the intention of meeting the needs of all different types of learner.
Good (2)	The lesson plan is of a high standard, planning for student outcomes is at least at three levels.
Satisfactory (3)	The lesson has been planned as a series of learning experiences.
Inadequate (4)	The lesson plan is basic and there are no clearly defined learning objectives.

Overall Assessment	Teaching – methods and resources
Outstanding (1)	A range of activities and resources has been clearly identified which meet the needs of all different types of learners.
Good (2)	There is a planned use of a well prepared range of activities and resources. Questioning is well targeted and supportive, so understanding is checked.
Satisfactory (3)	Some resources and activities have been planned to provide the opportunity for student outcomes at different levels.
Inadequate (4)	Few basic materials have been acquired or prepared to support learning. Methods are basic.

Overall Assessment	Teaching – lively and challenging
Outstanding (1)	The teacher has an expert knowledge of how to teach the curriculum. Teaching is stimulating and enthusiastic and teaching methods are well selected. Teaching is constantly challenging.
Good (2)	Teaching methods are imaginative. The teacher provides a wide range of activities to help students learn. The teacher expects students to work hard, with the level of challenge being realistic and the students productive.
Satisfactory (3)	Teaching is accurate and the teacher seeks to make work interesting and varied whilst tasks have sufficient challenge to keep pupils working well, independently or cooperatively.
Inadequate (4)	Teaching is dull and fails to capture interest and enthusiasm – activities are mundane. Teachers' sights may be set too low and they may accept students' efforts too readily.

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Overall Assessment	Assessment and marking
Outstanding (1)	Students' work is assessed thoroughly; they receive well-focused critiques of their work that helps them to see how to improve. Information about the students' needs and achievements is shared regularly between parents and staff.
Good (2)	Marking is diagnostic, helps students to improve their work and gives teachers clear understanding of students' knowledge, skills and understanding in class.
Satisfactory (3)	Teachers know what their students have achieved recently and base their plans on this information. Teachers let students know how well they are doing. Work is regularly marked.
Inadequate (4)	Insufficient use is made of assessment in planning students' work. Marking does little to help students to improve.

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Glossary of terms:

Accelerated learning: The lesson structure, developed by Alastair Smith that involves Connection, Activation, Demonstration and Consolidation.

Action research: The five part research cycle involving identifying, planning, collecting, analysing and reflecting. Action research is conducted with the hope or intention that an educational intervention makes a positive difference to students' learning.

Assessment for learning: The ten part assessment strategy which includes the key areas mentioned in the appendices.

Bloom's Taxonomy of Educational Objectives: The taxonomy of thinking demand and questioning that ranges from knowledge and understanding (low level) through application and analysis (mid level) to synthesis and evaluation (high level). Further details can be found in the questions and questioning publication which accompanies this document.

Closed questions: Questions, often of a low cognitive demand, which require a simple 'yes' or no' response or a single word response.

Collaborative learning: Learning which involves students working in pairs or groups to enhance the overall learning of all concerned.

CPD: Continuing Professional Development.

Constructivism: The theory of teaching and learning, developed in the 1950's by Jerome Bruner, which states that a learner's current state of knowledge and understanding is related directly to the way in which new information is accommodated into existing frameworks of understanding.

Creativity: The degree to which students can use current knowledge and understanding to produce new, interesting and innovative ideas.

Ephemeral assessment: Assessment which is conducted 'on the spot' when teachers are working alongside students within the learning environment. Ephemeral assessment often involves a 'snapshot' of learning and does not require any formal marking or recording of the assessment.

Formative assessment: Ongoing assessment of learning, often in the form of questioning, homework, class tests or other forms. Formative assessment is used to inform the teacher of where the student is in his or her learning, so as to allow effective future planning of work.

Higher Order Thinking Skills: Activities or skills which enable students to think at a higher level, such as at the analysis, synthesis and evaluation stages on Bloom's taxonomy. HOTS often promote metacognition and multiple solutions thinking.

Independent learning: Students thinking, working and learning, predominantly, by themselves.

Inductive reasoning: The Higher Order thinking activity of inducing a law from a set of given statements or premises.

Ipsative assessment: Assessment involving a teacher making an assessment of a student's progress against their prior performance and not against a fixed marking criteria.

Metacognition: Thinking about thinking.

Multiple solutions activities: Activities which lend themselves to many possible solutions. For example, instead of asking 'what is 7 add 5?' a multiple solutions activity could be 'the answer is 12, what is the question?' Multiple solutions enable creativity and higher order thinking to be engaged.

Open questions: Questions which involve students having to provide elaborative or multi-faceted answers to a posed question.

Pace: The rate at which effective learning occurs within a lesson or period of teaching or study.

Piagetian programmes: Programmes which focus on the stages of learning and development as laid out by the educational psychologist Jean Piaget. These programmes involve the development of students' thinking from lower level 'concrete' operational thinking to the higher level stages of 'formal' operational thinking.

Socratic questioning: Questioning which can go in any direction between pupils and students and which allows any questions to be posed and treated equally in terms of their worth.

Study skills: Strategies that support effective study and revision.

Summative assessment: Assessment administered at the end of a period of study, such as end of test exams, SATs, GCSEs or A levels.

Three-part lesson: The simple lesson structure containing the three parts of starter, main body and plenary.

VAK: Visual, Auditory and Kinaesthetic.

Working memory: The part of human memory responsible for thinking, problem solving, data manipulation and calculations. Working memory is very low capacity and fragile in terms of how easily information can be forgotten.