

To support evaluation of this lesson:

**GREEN:** very good

**AMBER:** good

**RED:** not so good

It's about how good was this, rather than: did it happen?



## Teachers as “activators of learning” and “evaluators of impact”:

### Typical elements in a very good lesson - supporting self-evaluation and peer-discussion

Teacher:	Observer:
Date:	Class observed:
<ol style="list-style-type: none"> <li>1. The <b>purpose (learning intention)</b> of the lesson is clear.</li> <li>2. <b>Appropriate success criteria</b> are shared / used.</li> <li>3. <b>Assessment is used to find out what students already know / can do</b> i.e. where students are in their learning.</li> <li>4. <b>Communication (explanations and instructions)</b> is clear - verbal and visually.</li> <li>5. <b>A number of different learning strategies</b> are used in the lesson, including opportunities for practice.</li> <li>6. <b>Digital technology</b> is used to support learning.</li> <li>7. There is an appropriate teacher/student <b>balance between talking, listening and doing</b>.</li> <li>8. <b>Active learning strategies</b> are used to engage students, stimulate interest and make them think.</li> <li>9. <b>Questioning</b> is used skilfully to engage all students and to make them think (including high-order thinking).</li> <li>10. <b>Feedback</b> is high quality and advances learning.</li> <li>11. <b>Students learn from each other and support each other's learning</b> i.e. there is discussion and/or collaborative / co-operative learning.</li> <li>12. A <b>variety of assessment approaches</b> are used to gauge student learning and adjust teaching during the lesson.</li> <li>13. There is <b>appropriate challenge and support</b> for all students - everyone is included in the learning.</li> <li>14. <b>Students take responsibility for their learning</b> - they are motivated, focused and show resilience.</li> <li>15. Students have <b>opportunities to lead their own learning and the learning of others</b> e.g. through choices, self-assessment or peer-teaching.</li> <li>16. The lesson is <b>well paced</b>, including in relation to timescales and use of the available time.</li> <li>17. There is a <b>positive ethos</b>, where students are motivated, enthusiastic and engaged.</li> <li>18. There is meaningful <b>recognition of effort, progress and achievement</b>, with any <b>behaviour issues managed appropriately</b>.</li> <li>19. <b>Students evaluate their learning and progress</b> from the lesson, supported by learning intentions and success criteria (<i>a summary should be recorded in Planners</i>).</li> <li>20. The <b>teacher evaluates the impact of the lesson on student learning</b>, based on evidence.</li> </ol>	<p><b>Notes</b></p>