

THE 7 JRS-ENTIALS FOR TEACHING AND LEARNING - FROM SEPTEMBER 2016

TEACHER VERSION

1	Engagement	<ul style="list-style-type: none"> • How have I initiated engagement in the lesson? • How have I sustained engagement in the lesson? • Could I do anything to improve levels of engagement?
2	Challenge	<ul style="list-style-type: none"> • Do the activities and texts I chose sufficiently challenge students? • Have I provided challenge for the most able and least able in the class? How have I done this? • Could the level of challenge be extended? How?
3	Behaviour for learning	<ul style="list-style-type: none"> • How is behaviour for learning evident in the lesson? • How well prepared are my students to learn? • Have I created a sense of well-established routines and productive relationships to enable learning to take place?
4	Quality questioning	<ul style="list-style-type: none"> • Is my questioning in the lesson precise and effective? • Is my questioning used to challenge students to develop their understanding and thinking? • Do I share the opportunity to answer questions equally? • Does my questioning promote effective speaking and listening? • How could my questioning be developed further in the lesson?
5	Literacy and numeracy	<ul style="list-style-type: none"> • Have I taken opportunities in the lesson to develop speaking and listening skills? • Have I created opportunities to develop reading skills in a well-planned way? • Have I structured writing tasks effectively to promote good literacy skills? • Have I applied the whole school literacy policy consistently? • If appropriate – have I taken opportunities to promote numeracy?
6	Assessment, marking and feedback and its impact	<ul style="list-style-type: none"> • Is my assessment of students' work in line with whole school policy? • Is there a clear departmental procedure for assessing and giving feedback on students' work evident in my marking? • Is there evidence that I have given students the chance to respond to feedback? • Is responding to feedback giving my students the opportunity to improve and make additional progress? • How could my assessment, marking, feedback and its impact be enhanced?
7	Progress in the lesson and overtime	<ul style="list-style-type: none"> • How do students make progress during the lesson I am teaching? • Is there evidence in books and folders of the students I am responsible for of progress over time? • Do my GCSE exam results at KS4 or SIMS data collections suggest that the progress of my classes over time is good? • How could I increase rates of progress in the lesson and over time further?