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| ***Great Teaching and Learning at Notre Dame******Relationships*** *in the classroom are positive and respectful. (I)****NDHS Mindset*** *is instilled in students through effective routines. (II)****Questioning*** *is structured and considered. (III)****Formative Assessment*** *informs dynamic (in-lesson) and longer term planning. (IV)****Challenge*** *for all. (V)****Structure and Flow*** *provide the optimal route to learning (VI)****Literacy*** *is promoted within lessons (VII)* |

*Observations at Notre Dame High School are developmental. Observers celebrate strong practice and the Observee seeks to use the experience to reflect and refine their pedagogy. We aim for humility, none of us are the ‘finished product’. We have a Notre Dame Mindset.*

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| Date:  | Subject/Topic: | Group: | Focus (Pedagogy): |

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| **What the Students did?****Consider the aspects of Great T and L at NDHS** | **How did the teacher facilitate learning?****Consider the aspects of Great T and L at NDHS** |
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| **Aspect**  | **tick** |
| **(I)** |  |
| **(II)** |  |
| **(III)** |  |
| **(IV)** |  |
| **(V)** |  |
| **(VI)** |  |
| **(VII)**  |  |

**Strengths:** |
| **Aspects considered for future development:**

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| --- | --- |
| **Aspect**  |  **tick** |
| **(I)** |  |
| **(II)** |  |
| **(III)** |  |
| **(IV)** |  |
| **(V)** |  |
| **(VI)** |  |
| **(VII)**  |  |

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| **Future CPD that may be required:** |

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| **Focus Area** | **Specific Guidance**  |
| **Relationships****(I)** | Staff ‘know’ their students. Students and staff are polite and respectful of each other. Listening is a visible skill. The classroom is a safe place to make mistakes that can be learned from. Staff have the highest expectations of all students and supportively create a ‘no excuses’ culture. LSAs and Teachers work collaboratively to ensure no student is left behind. Praise is valued and used judiciously. |
| **NDHS Mindset****(II)** | Routines, emphasis, activity design and the language employed by the teacher nurture the NDHS Mindset in students, specifically in terms of their resilience, resourcefulness, reflectiveness, metacognitive strategies, self-awareness, and skilfulness in memorising new knowledge. |
| **Questioning****(III)** | Questioning is highly considered and structured. Specific questions are pre-considered before the lesson. There is an appropriate ratio of open and closed questioning. Questioning is targeted. A no ‘opt out’ culture is present. Staff give time for students to think and discuss ideas. Questions and low stakes quizzing stimulates retrieval.  |
| **Formative Assessment****(IV)** | Systematic formative assessment allows the teacher to dynamically (in class) and in the longer term modify their teaching at an individual or group level. Formative assessment identifies misconceptions and seeks to remedy them. |
| **Challenge****(V)** | Teachers display deep knowledge of their subject area that allows them to challenge all students, whilst ensuring no student becomes disaffected. Challenge provides development.  |
| **Structure and Flow****(VI)** | Staff provide clarity in their explanations and use modelling effectively. Lessons are structured so that the choice of tasks provides the best route to the learning. Scaffolding is pre-planned and used dynamically to ensure all students access the learning. Pace is optimised, and at the same time students are given time to think, discuss, rehearse verbal answers and be creative. |
| **Literacy****(VII)** | Staff seek opportunities to promote, model and reinforce the vocabulary of their subject, paying attention to the introduction of new language. Students use acquired language appropriately through verbal and written communication. Feedback addresses repeated mistakes and reading challenges students. |

**Quality of Work Sampling e.g. 3- 4 books (HPA, MPA,LPA, PP)**

Students Work Seen:

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| Book/Folder: | Strength | Present | Area for development |
| Quality and Quantity of work |  |  |  |
| Standards of presentation Incl. Work Record Card |  |  |  |
|  |  |  |  |
| Marking 4 – WWW |  |  |  |
| M4 - Targets |  |  |  |
| M4 - EBI |  |  |  |
| M4 - SPG |  |  |  |

Observer Name

 Sig

Teacher Name

Sig

Provide a signed copy to Amanda Whitham, the teacher and keep a copy for your line management records

Notes on the Quality of Work Sampling (You may consider the Active Ingredients of Literacy):