The Wilnecote School

Title of Policy:
Lesson Observation Policy

Member of leadership team with lead responsibility for oversight and update of policy	Mrs. J Marsland
Approved at SLT	March 2025
Policy approval at Governing Body	March 2025
Policy review cycle	Annually
Policy review date	March 2026

Contents

• Lesson Observation rationale

Lesson observations are seen as a crucial part of providing professional learning and development which is central to the continued improvement of The Wilnecote School. It is through lesson observations, which include book trawls, pupil and colleague interviews, that teacher expertise is developed and students' learning and outcomes are enhanced. It is also key to developing an atmosphere where staff feel comfortable in trying out new approaches and strategies to engage learners and help deepen their learning.

• Type of lesson observation and what to expect

There are four types of observation to enable the school to provide high quality support to its teachers:

1. Individual observations
2. Deep Dive observation
3. Department Learning Walks
4. SLT Learning Walks
5. GGP observations

And in a few cases:
6. Support plan observations

- ## Individual observations

  - To take place twice a year (see calendar) or more depending on need if additional support is mutually deemed necessary.
  - Observer should look at books and gather pupil voice (at an appropriate time) to triangulate evidence (see fig 1 and 2)
  - Each observation will last approximately half an hour unless the teacher requests a full hour.
  - Observations will be recorded for the individual on Sisra Observe and shared with the individual. SLT link and JMM.
  - Observer should be a colleagues' line manager or SLT link, but an experienced TLR holder may be used if needed.
  - Lessons are not graded
  - Observations include progress statements against the SIP T&L priorities
  - Observations are one indicator used to aid the identification of impactful teaching, which is reported to governors.
  - Observations are used to identify individual strengths and areas of development against the Trust T&L Toolkit, which in in turn identify strategies and guidance within the Trust Playbook. Toolkit and Playbook are based upon evidence informed research. CAT Institute of Education - Teacher Toolkit and Playbook
  - Observations are used to identify a development pathway based upon the need of individuals – Extended professional role, monitoring, coaching plan, instructional coaching.
  - Support is put in place for 6-12 weeks (dependent on individual) and if not effective moved to the next level until Trust Capability Policy is triggered.
  - Individuals may need to jump to Instructional Coaching if need deems it necessary.
  - The second observation must include a reference and feedback against the colleagues GGP goals. These can only be held by TLR holders if permission is given.
  - Verbal feedback must be given as part of a reflective conversation.
  - Lessons will not be graded, but selected specific sub-criteria from the toolkit relevant to the SIP will be judged as either; developing, impact, significant impact. (See Fig 5)

- ## Deep Dive Observations

  - Observations for the purpose of a Curriculum Deep Dive will take place once every two years.
  - Teachers may be observed between 1-2 times for half an hour.
  - As part of the deep dive observation 6 students will be asked to take part in a pupil interview. Students should bring their books to the interview where prior learning can be discussed. (See student questions in DD proformas)
  - Teachers may also be interviewed about their lesson and curriculum. (See teacher questions in DD proforma)
  - Observations are recorded but only to inform curriculum development, though if individuals wish the findings to be used in supporting their GGP impact statement, then they may.
  - Observers will be a member of SLT or HoD.
  - Departmental feedback on curriculum provision will be given within 2 days of the deep dive taking place.
  - Lessons are not graded

- Curriculum intent, implementation and Impact are RAG rated.

• Department Learning Walks

- Observations for the purpose of departmental Learning Walk will take place 3 times a year; Autumn 2, Spring 1, and Summer 2 (Impact LW), except when a DD is taking place.
- LWs should last approximately 10-15 mins.
- LWs should have an agreed focus including a SIP focus.
- LWs will be recorded for the department on Sisra Observe and shared with the department, SLT link and JMM.
- Observer should be a colleagues' line manager or SLT link, but an experienced TLR holder may be used if needed.
- LWs are not graded
- LWs include progress statements against the SIP T&L priorities
- LWs are one indicator used to aid the identification of impactful teaching, which is reported to governors.
- LWs contribute to the identification of strengths and areas of development for the department against the Trust T&L Toolkit, which in in turn identify strategies and guidance within the Trust Playbook. Toolkit and Playbook are based upon evidence informed research. CAT Institute of Education - Teacher Toolkit and Playbook
- LW can be used to identify a development pathway for individuals based upon the need of individuals – Extended professional role, monitoring, coaching plan, instructional coaching.
- Support is put in place for 6-12 weeks (dependent on individual) and if not effective moved to the next level until Trust Capability Policy is triggered.
- Individuals may need to jump to Instructional Coaching if need deems it necessary.
- Summer 2 LW uses the Trust's *Monitoring for Impact* strategy and should be used to inform the next years development plan. The process should include an book flick, student voice and observation.CAT Institute of Education - Monitoring for impact (For further guidance on student voice see Fig 1)
- Verbal feedback must be given as part of a reflective department conversation.
- The department will not be graded, but selected specific sub-criteria from the toolkit relevant to the SIP will be judged with in the Sisra Observe record as either; developing, impact, significant impact. (See Fig 5)

• SLT Learning Walks

- SLT will conduct weekly LWs to monitor effectiveness of teaching and curriculum.
- Focus dependent on need.
- LWs contribute to the identification of strengths and areas of development for the department against the Trust T&L Toolkit, which in in turn identify strategies and guidance within the Trust Playbook. Toolkit and Playbook are based upon evidence informed research.
- LW can be used to identify a development pathway for individuals based upon the need of individuals – Extended professional role, monitoring, coaching plan, instructional coaching.
- Support is put in place for 6-12 weeks (dependent on individual) and if not effective

moved to the next level until Trust Capability Policy is triggered.

- Individuals may need to jump to Instructional Coaching if need deems it necessary.
- Feedback must be given as part of a reflective conversation either with HoD, individuals verbally or email.
- CAT Institute of Education - Teacher Toolkit and Playbook

• GGP observations

- If required observations for the purpose of coaching is to be privately arranged mutually with the individual's coach.
- The observations focus is dependent on the GGP goal.
- There is no requirement to share the feedback formally with HoD or SLT.
- Coachee should record the event and impact in their GGP Log in Sisra Observe.

- ## Support Plan Observations

  - These are arranged depending on an individual or subject's needs and are bespoke.
    - o For teachers on an informal/formal capability procedure an important part of the support offered to the teacher will be a clearly defined amount of classroom observation with structured oral and written feedback.
    - o The amount of classroom observation will be discussed with the teacher and their union representative who is supporting and advising them in the formal process.

- ## Observation protocol

The Wilnecote School is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:
- carry out the role with professionalism, integrity and courtesy
- seek to reach agreement in advance on how classroom observations are to be carried out
- evaluate objectively
- report accurately and fairly
- respect the confidentiality of the information gained
- as far as possible minimise disruption to the flow of the lesson.

In the planning and preparation of observations line managers will:
- ensure that those being observed for all purposes will be notified about the time period at least five working days in advance;
- arrange, as far as possible, for PM and Deep Dive observations to take place at a time agreed between the teacher and the observer;
- ensure that there is a reasonable amount of time between classroom observations, irrespective of the purpose of those observations;
- ensure that classroom observation will be undertaken solely by persons with qualified teacher status (QTS) and the appropriate training and professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

- ## Feedback

Feedback should always be given in a supportive and calm atmosphere where the culture is one of mutual respect. The main purpose of the feedback is to celebrate success and the development of expertise. Development should consider career stages and enhancement.

- Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.
- Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation, these should also be covered in the written feedback and the appropriate action discussed with the teacher.
- The written record of feedback will include the date on which the observation took place, the lesson observed.

- The reviewer will be given sufficient time within the school day to put in written form the conclusions agreed with the reviewee on the outcomes of the classroom observation.
- Teachers will have access to all written accounts of the observation after their lesson through their account in Sisra Observe.
- Reviewer and teacher must discuss the context of the lesson observed to allow for informed feedback.
- Lessons will not be graded, but selected specific sub-criteria from the toolkit relevant to the SIP will be judged as either; developing, impact, significant impact.

- ## Record Keeping

Observations and departmental LWs

In keeping with the school's commitment to supportive and developmental practice observations should be recorded within Sisra Observe. SISRA Observe - Empowering Improvement

Within the site observers should select the appropriate record for the observation, either Individual observation or Department Learning. Both records can be found within the Quality of Education folder.
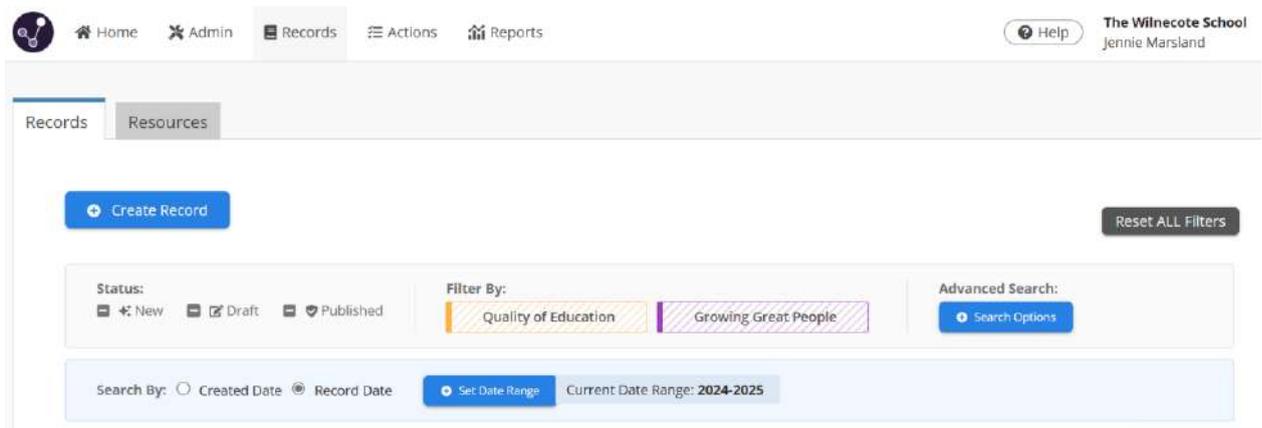
See below for instruction on how to create a record in Sisra Observe.

⚗ Creating a Record Handout

You can create records from the **Home** area of Observe, by clicking the **+** icon next to the relevant template type in the Record Stats section. You can also create records by navigating to **Records** > then click **Create Record** and select the appropriate type of record from the options available.

📄 1. Select a Category and Template

1. Select the category from the **Category** dropdown box.

Select the template from the **Template** dropdown box.

Tip - The record name will automatically be populated based on selections, but you can click in and edit this if needed.

Category:

Growing Great People (Restricted)

Template:

GGP - Teaching staff

Record Name:

Jennie Marsland GGP - Teaching staff

The name of the persons who owns the goals (coachee)

2. Click into the **Record Date** text box to select the date of the record.

3. Click inside the **Observer/Owner List** box and search and select the appropriate Observer/Owner/s for the record. You can add up to 10! This would usually be the individual/s who will be responsible for completing the record and should have access to start, modify, publish and view this.

As the record creator, you will automatically be added as an Observer/Owner on the right

📅 2. Select a date

Record Date:

dd/mm/yyyy

☐ *I don't know the record date yet*

This will tell you the current academic year in use.

While a date is not required to create a record, one must be entered to publish it.

- Default academic year is currently set to: 2020-2021 (01/09/2020 - 31/08/2021)

Click the tick box if you're not sure of the record date yet, this can be altered when necessary.

📋 3. Select Owner(s) - (1/10) selected

🔍   Owner List (1/10)

Marsland, Jennie (BM)   🗑

For a GGP record the coachee so that you both own it and can edit it. You own it automatically

For individual and department observations add the SLT Link name, yours is automatic. This means you can both see and edit. The document then belongs to you both. The observee needs to be added in section 4 so that they can view but not edit.

4.

Click inside the **Department/Team/Staff** box

Select the department, team and/or staff member that is being observed. You can add up to 10 combinations of these on one record!

5. Optional – **Select** if the record relates to a class

This allows you to see contextual information that has been imported about that class!

6. Optional – **Select** the year group/s or course level/s the record relates to, if applicable.

This means you can filter and view performance by year group or course level in the reports!

7. Optional – **Select** if the record relates to any focus groups.

This means you can filter and view performance by focus group in the reports!

8. Click **Create** at the bottom of the page to confirm your choices, then click **Start** on the next page to begin completing your record.

⚏ 4. Select Department, Team or Staff - (0/10) selected

Search Type: All / ⚏ Department / 🏢 Team / 👤 Staff

Department/Team/Staff (0/10)

Search

Name	Type	Action
Marsland; Jennie (JMM)	👤 Staff	☐

❶ Please select at least 1 Department, Team or Staff.

Add the name which owns the goals/observations . (Coachee/department colleague)

📷 5. If the record relates to a class, select it here (optional)

Class

Please select Department, Team or Staff ⌄

Select 'None' for sections 5, 6 & 7.

👤 6. If the record relates to a Year Group, select it here (optional)

Select: All / None

☐ Year 7   ☐ Year 8   ☐ Year 9   ☐ Year 10   ☐ Year 11

Select any Year Groups / Course Levels and Focus Groups you want to link to the record to help you filter your data once created.

🗇 7. If the record relates to a Focus Group, select it here (optional)

Select: All / None

☐ PP   ☐ SEN

Cancel   Create

- **Deep Dives**

Records for the deep dives will not be completed on Sisra Observe in the immediate future. A school based template will be used and kept centrally. All department deep dive records will be shared with the HoD. Department colleagues will only have access to their records and the generic curriculum record.

There are three types of template - the HoD curriculum overview, lesson visit and final report these can be found in the development booklet:

Curriculum overview template
  - o Completed with the HoD

Deep Dive lesson observation

To be completed during lesson visit and with contextual discussion with teacher.

Deep Dive: Summary of Curriculum Implementation

The Wilnecote School
Ensuring Excellence

Subject:		Number of students:		Reviewer:	
Lesson:		Year /Class		Date:	

Lesson Visit:

1. Is the lesson part of a planned sequence of learning?

2. Do students make connections within and across learning?

3. Is there any planned recall in the lesson? Is it appropriate?

4. Are component skills being developed? Are they being checked to see if they are securely understood?

5. How is assessment used to check for fluency?

6. How are learning gaps identified?

7. Is the pedagogy appropriate?

8. Is there an appropriate degree of challenge for all students?

Deep Dive: Summary of Curriculum Implementation

The Wilnecote School
Ensuring Excellence

Student voice: | **Summary of Responses:**

Questions for SIX students with their exercise books.
Spend a little time looking at their books / folders before you ask the following questions:

1. What was it about the lesson you found most interesting?

2. What did you learn in the lesson today?

3. What did you already know about this topic?

4. Where are the key words you need to remember?

5. Do you think you will remember anything from this lesson a week from now? A month from now?

6. How does your teacher help you to remember things?

7. Do you know how this lesson fits in to the sequence of lesson you are currently working on?

8. Do you know what to do to secure your learning in this topic?

9. Do you get chance to review your work and either catch up or improve it?

10. Do you get any support to help you catch up?

Deep Dive: Summary of Curriculum Implementation

Work scrutiny – How far do the books support the curriculum intent	Summary of Findings:
Curriculum Is the work in line with the department curriculum and intent? Are students gaining the correct key knowledge /skills for each topic? Do topics build appropriately to the assessed pieces of work? Are opportunities for retrieval taking place?	
Marking and Feedback How helpful is marking and feedback? Is marking effective and efficient in promoting learning? Has the Student acted on feedback and overcome previous misconceptions? Have students been given opportunities to improve work or redraft?	
Assessments and Standards Compare the standard of work against students' assessments. Look at student performance data/reports.	
Progression For each student note improvements in the work. Is there visible progress. Have scaffolds been put in place to support the needs of individuals?	
Presentation and Expectations Are common/high expectations evident within subject? Consider: presentation, handwriting, spelling, punctuation, grammar, number formation, and the amount of work. Presentation expectations from the academy policy and associated stickers in books are followed.	

Deep Dive: Summary of Curriculum Implementation

Literacy Academic language is encouraged. Correct use of SPaG is encouraged and marked. Opportunities are given to improve. Opportunities for extended pieces of writing are provided.	

Staff voice:	Summary of Responses:

Strengths:	Areas to support ongoing curriculum development:

*Use bullet points where ever appropriate.

- ## Department Final Report template

Deep Dive: Department Final Report

The Wilnecote School
Ensuring Excellence

Date: 21/6/21	Subject:Geography	Head of Department:FC	Reviewer:JMM

Overview for Intent and vision	RAG	School Analysis:
• Compelling and coherent vision of the curriculum in this subject. • Strong principles, structures and thinking which underpin the curriculum. • Clear understanding of the best sequence of teaching this Subject. • Clear links from the subject to the intent of our academy values/non-negotiables (as relevant). • Awareness of opportunities for personal development and cultural capital which the subject offers.		

Overview of Implementation	RAG	School Analysis:
Lesson drop ins		
Work scrutiny		
Student voice		
Staff voice		

Overview of Impact	RAG	School Analysis:
• Students have clear sense of the importance of the subject.		

Deep Dive: Department Final Report

The Wilnecote School
Ensuring Excellence

• Students can articulate what they are learning and why they are learning it at different points in the subject. • Outcomes in the subject are strong, and this is consistently so across multiple years. • There is a clear sense of how the department can still move forward and further improve.		

Strengths:	Areas to support ongoing curriculum development:

*Use bullet points where ever appropriate.

• Guidance for 'implementation' findings for impact

In keeping with The Wilnecote School's values lesson observation feedback is less about judgement and more about supporting colleagues to develop at any particular career stage. Reference must be made to the Trust Toolkit and Playbook and consider the 4 main domains: Planning learning, Learning culture, leading Learning, Assessment for Learning. The following documents should guide observers for what to look for within lessons.

Observers should be aware these guides are not a tick list to judge pedagogical compliance rather they should be used to guide and inform for **impact**. As observers it is essential to understand that merely ticking off seeing a variety of questioning is not the same as seeing purposeful and meaningful questioning that extends the students' knowledge.

Key Trust messages for observers.

- Teaching needs to build up pupils' store of knowledge in long term memory because progress is knowing more and remembering more .

- Careful curriculum thinking ensures that the right components are embedded in long term memory enabling students to perform more complex tasks.

- Lesson activities should focus pupils' thinking on the learning goals and avoid overloading their working memory.

- Fluency and automaticity requires overlearning through repeated recall.

- Fluency describes the degree of proficiency in grasping content. Its not a definable activity type.

- Expertise (the capacity for skilful cognitive performance) depends on rich and detailed structures of relevant knowledge stored in long term memory.

- Expert outcomes are not the result of set and prescribed pedagogy, but the result of varied contributing factors (individuals) and appropriate selection of pedagogy to suit context.

- Challenge should be judged in terms of curriculum goals rather than general categories of activity used in a lesson.

- The appropriateness of a lesson activity must depend on how it contributes towards achieving curriculum goals.

- Lessons are not graded.

[CAT Institute of Education - Teacher Toolkit and Playbook](#)

From the Trust IoE:

The Teacher Toolkit is like a roadmap to help teachers grow and improve. It's a tool for teachers to reflect on their own teaching and to set goals for how to get even better. We believe that great teaching leads to great learning for pupils, so we're committed to helping teachers develop and enhance their skills.

Think of the Teacher Toolkit as your guidebook, and the Teacher Playbook as your toolbox full of practical tips and resources. The toolkit is divided into four main areas, each with different parts to help you focus on your personal development.

Toolkit: [25A9EC20193339BA62A031195A7EF2FC.pdf](#)
Playbook: [CAT Institute of Education - Teacher Playbook](#)

See Fig 3, 4 & 5

Fig. 1

Monitoring Impact Template 'Your Achievements Matter, We Care'

Use this proforma to guide your **discussions with pupils** about their learning.

This proforma must be used to **find out what pupils have learnt** during lessons; this is **not** an evaluation of pedagogical choices and processes. The questions are based entirely on an assessment of the substantive knowledge acquired by pupils during lessons. *'Learning is defined as an alteration in long-term memory.'*

PUPIL DISCUSSIONS Talking to Pupils out of the class	
• I can see that you have been learning all about _____, tell me a little bit more about ____ • Can you explain what you know about ____? • What knowledge did you need to complete this piece of work? • What do you understand about ____? • How could you use what you have learnt in ___? • Are there any parts of this topic that are difficult to understand/remember? • Show me a piece of work that you found difficult or hard? Explain why. • What is the most important piece of information/knowledge you have learnt? • How is this similar/different to___? • What is your opinion on ___? • Tell me something that you know now that you didn't know before.	
LESSON VISITS Observing and Talking to Pupils in class	

Look Backwards for evidence of impact….
 • Did pupils learn what they needed to:
  ο Earlier in the lesson sequence?
  ο Earlier in the topic?
  ο Earlier in the year?
  ο Earlier in their schooling?
 	
 • Have retrieval and recall activities been used to remind pupils things they have learned before?	

Guidance

When selecting pupils for pupil discussions, please aim to talk to 3 – 5 pupils (girls, boys, SEND, PP, EAL etc.), ensuring participation from them all. Make sure discussions take place in a suitable location, where pupils feel comfortable talking. Start with their books closed using general questions that allow pupils to talk about their current learning. Follow the above question prompts for further guidance. Always be aware that pupils require thinking time before answering a question. Use their books to help recall previous work and judge whether they can still remember it and can demonstrate the knowledge has been learned.

Fig 2.

Questions to ask during observations: Aide Memoire

Questions for teachers*	Questions for pupils*
· What **knowledge did pupils already** have about the topic? · Did the lesson achieve your **curricular objectives**? How do you know? · What was the **most important knowledge** you wanted pupils to learn today? · How do you **ensure the most important knowledge is learne**d? What comes next? · How does your curriculum build **cultural capital**? · **CPD**?	· What was it about the lesson you found the most **interesting**? · What did you **learn** in the lesson today? · What did you **already know** about this topic? · Where there any **key words** that you were asked to remember? · Do you think you will **remember anything** from the lesson a week from now? A month from now? Possibly go back in pupils' books by a month (or last term etc) – what have you remembered about the learning in this lesson? · How does your **teacher help** you to remember what you have learned after the lesson/topic has finished? (is learning revisited) · How **easy/difficult** do you find your work? Why? · Can you show me a piece of work you found easy? Why? · Can you show me a piece of work you found difficult? Why? · Do pupils understand how this learning fits in with the wider picture? (Cross curricular? Prior learning?) · Do pupils understand what they need to do to secure their learning and improve? · What **support** do you get to help you catch up or improve?

- Ask questions appropriately. Think about your timing. Use the seating plan to target specific student groups.

Fig 3

Teacher Toolkit Smart

Domain 1 Planning for Learning	Domain 2 Culture for Learning

Domain 1   Planning for Learning

1a Subject knowledge
  i.   Have secure subject knowledge
  ii.   Identify sequences and component parts
  iii.   Set learning goals and outcomes
  iv.   Have knowledge of misconceptions
  v.   Plan to use retrieval practice to link and embed prior learning into long-term memory
  vi.   Have knowledge of resources
  vii.   Adapt planned curriculum

1b Pedagogical knowledge
  i.   Choose the correct pedagogy (teaching approach)
  ii.   Plan explanation and delivery including modelling
  iii.   Plan the scaffolding and guided practice
  iv.   Plan for independent practice
  v.   Plan opportunities for formative assessment

1c Demonstrates knowledge of pupils
  i.   Plan with the knowledge of pupils' individual learning needs e.g., SEND, PP, EAL
  ii.   Reflect and adapt planning for individual learning needs
  iii.   Plan for challenge

1d Knowledge of cognitive processes
  i.   Plan with understanding of pupils' process of acquiring knowledge
  ii.   Plan to avoid cognitive overload
  iii.   Plan retrieval opportunities

Domain 2   Culture for Learning

2a Create an effective learning environment
  i.   Create a climate for learning
  ii.   Manage the physical space
  iii.   Use resources to ensure pupil interaction
  iv.   Enable all pupils to succeed in a supportive and inclusive environment

2b Managing routines and behaviours
  i.   Align classroom approaches with behaviour management systems and have high expectations
  ii.   Establish positive learning behaviours and routines
  iii.   Motivate through intrinsic and extrinsic rewards
  iv.   Use affirmative language to promote positive behaviour and aspiration
  v.   Use the approach of choices and consequences

2c Foster positive relationships
  i.   Interact with pupils
  ii.   Engage with families
  iii.   Teach pupil to pupil interactions
  iv.   Encourage pupils to control and self-regulate their behaviour

Domain 3   Leading Learning

3a Communicate the purpose and learning intention
  i.   Articulate subject coherence and connections to previous and future learning
  ii.   Share learning goals and component parts

3b Use retrieval practices to recall knowledge
  i.   Understand how pupils learn
  ii.   Review of relevant, secure prior knowledge
  iii.   Use retrieval activities to aid retention and reinforce knowledge

3c Explaining and modelling
  i.   Formulate chunks of knowledge/skills
  ii.   Use worked examples
  iii.   Use subject specific vocabulary and Standard English
  iv.   Use images and concrete resources to support conceptual understanding
  v.   Make thought processes explicit to pupils

3d Questioning and feedback
  i.   Use questioning to engage pupils
  ii.   Use a variety of questioning techniques
  iii.   Provide feedback

3e Opportunities for practice
  i.   Facilitate guided practice
  ii.   Foster independent practice

3f Maximise opportunities to learn
  i.   Ensure positive relationships
  ii.   Teach learning behaviours
  iii.   Provide opportunities for pupils to build fluency, experience struggle and success
  iv.   Support Teaching Assistant interactions with pupils

3g Meeting pupils' needs
  i.   Know and understand differences in how pupils learn
  ii.   Tailor and target support to specific needs
  iii.   Be adaptable and flexible to respond to needs

Domain 4   Assessment for Learning

4a Clarify and share the learning intentions
  i.   Communicate learning intentions and success criteria to pupils

4b Check understanding of component knowledge
  i.   Use questioning techniques
  ii.   Use pupil response mechanisms
  iii.   Circulate and observe pupil output

4c Provide feedback to move pupil learning forward
  i.   Use verbal feedback
  ii.   Use written feedback

4d Empower pupils to learn from each other
  i.   Use collaborative activities
  ii.   Use peer assessment

4e Empower pupils to own their learning
  i.   Facilitate pupils' awareness of long-term curriculum goals
  ii.   Foster pupils' self-assessment against success criteria
  iii.   Encourage pupils to self-regulate their resources and actions in pursuit of their learning goals

Fig 4
Excerpt from Playbook

3a ii Share learning goals and component parts

3a Communicate the purpose and learning intention	Some impact	High impact	Highest impact
ii Share learning goals and component parts	A teacher will • make the pupils aware of the learning goals and component parts.	A teacher will • ensure the pupils understand the learning goals and component parts.	A teacher will • ensure the pupils can articulate the learning goals and the contribution of the component parts.

It is important for pupils to understand the learning intentions. This will help them to make sense of the ideas, knowledge and skills they encounter, monitor their own progress and articulate their learning.

The impact will be that:

- Pupils can articulate the learning intentions and make sense of ideas, knowledge and skills they encounter.

Techniques

Effective practice:

- **Understand prior knowledge.** Gathering information about pupils' current level of knowledge before you begin teaching a unit will help you adjust your instruction to meet pupils where they are.
- **Introduce pupils to learning intentions through a pre-assessment.** Ask pupils to rate their level of confidence or level of current knowledge/skill for each of the learning intentions.
- **Give 'thinking time'.** Pupils should have an opportunity to think about their current knowledge with respect to each of the learning outcomes, while gaining insight into what they will be expected to know and be able to do.

The most important step of sharing learning intentions is to ensure that pupils understand the learning intention. Engage pupils in a discussion about the learning intention with questions like:

- Using your own words, what does this learning goal mean?
- How will I know if I've achieved this outcome?
- Why do you think it's important that we learn this?
- How does this learning outcome link to something we've already learnt?

Supporting research

Learning scientists: Should I share my learning outcomes with students?

Walkthru: Rosenshine's principles, yellow pg 20

Walkthru: Willingham's 5 lessons, yellow pg 24

Walkthru: Shimamura's MARGE Model, yellow pg 26

Walkthru: Wiliam's 5 formative assessment strategies, yellow pg 28

Fig 5
Explanations on what Some Impact (developing Impact), Impact and Significant Impact means - From Tool Kit

Some impact	High impact	Highest impact
A teacher at this stage is developing the fundamentals for effective practice and they are building upon these. They engage with and implement resources, advice and training to develop their practice further. At this point, a teacher will be growing a range of teaching and learning strategies which they can apply. Their classroom practice is aligned to all the curriculum expectations with minimal guidance or prompting. They have an accurate knowledge of how pupils learn and are becoming increasingly effective so that all pupils make progress.	A teacher at this stage is accomplished within their practice and they are highly effective with regards to the impact on their pupils. At this point, a teacher consistently attains and applies acquired knowledge from within the school environment which creates a broad repertoire of teaching and learning strategies. There is a degree of consistency and dependability in their practice with high expectations for all. Within classroom practice, they employ a range of strategies, using initiative to provide efficient, highly effective lessons that are accurate and specific with high expectations for all. There are consistent opportunities for challenge and support, depending on the individual pupil's needs so that all make progress.	A teacher at this stage is consistently modelling excellence in all aspects of their practice. At this point, a teacher will continually seek recent developments from beyond their school environment to develop and grow. This approach engenders mastery of their teaching for themselves and supports high quality collaboration with others. They have an extensive repertoire of teaching and learning strategies and consistently reflect on the effectiveness of addition resources to benefit all pupils. Within their lessons, they are expressive, highly effective, and progressive; they anticipate and are prepared for a multitude of learning scenarios. They invariably find opportunities for progression for all pupils and those they work alongside, promoting metacognition and the love of learning. This teacher will have the highest impact across the school resulting in excellent progress for all pupils.

1d Knowledge of cognitive processes	Some impact	High impact	Highest impact
	A teacher will	A teacher will	A teacher will
i. Plan with understanding of pupils' process of acquiring knowledge	• have some awareness of the cognitive processes that pupils use to learn, with support from documentation, a scheme of learning or a colleague.	• plan consistently for the cognitive processes that pupils use to learn.	• have an excellent understanding of the cognitive processes that pupils use to learn, and the teacher plans in a highly effective manner. The teacher will engage in a professional dialogue about pupils' cognition.
ii. Plan to avoid cognitive overload	• plan to avoid cognitive overload and enable pupils' thinking.	• consistently plan to avoid cognitive overload and guide pupils' understanding forward.	• use evidence-based practice to inform planning, avoid cognitive overload and drive pupil understanding forwards.
iii. Plan retrieval opportunities	• provide an opportunity to recall previous learning and use the findings within their planning.	• consistently provide opportunities to recall previous learning and plan to adapt accordingly.	• consistently provide a variety of opportunities at appropriate points within a lesson to recall previous learning and extend it and plan to adapt accordingly.