

# Great Teaching: Reflecting on Classroom Practice

*"The best available evidence indicates that **great teaching is the most important lever schools have to improve outcomes for their pupils**"*

*(The EEF guide to supporting school planning: A tiered approach to 2021)*

*"An assessment functions formatively to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners or their peers to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have made in the absence of that evidence."*












*(Embedded Formative Assessment; D Wiliam 2018)*

This formative assessment audit tool has been produced to help schools identify strengths and areas for development in their drive towards quality first teaching and learning. It focuses on formative assessment practices and aspects of quality first teaching which will have a positive impact on pupils' learning and outcomes. It is designed to be flexible and easy to use.

There is an initial overview grid below to support the identification of areas of strength and areas for development. The overview hyperlinks to a range of supplementary grids which focus in more detail on each area. These grids are based on continua to support schools in identifying effective practice, improving practice and typically ineffective practice.

This tool can be used in a variety of ways to support school improvement. It can be used by school leaders to support self-evaluation and/or by individual teachers/phases within a school etc to promote reflection on classroom practice. It may be helpful to colour code/RAG rate the areas to help identify specific areas on which to focus, and which may benefit from additional CPD.

This edition has been updated to support schools to reflect on inclusive practice. There is also an additional section on Adaptive Teaching.

<b>Aspect of Formative Assessment</b>	<b>Key Questions to Consider</b>	<b>Hyperlink</b>
Active Learning	Is learning in the classroom relevant, enjoyable and motivational so that pupils are engaged?	 Page 5
Adaptive teaching	Adapting the teaching before and during lessons	 Page 8
Assessing and Activating Prior Knowledge	Is prior knowledge <b>assessed</b> before the lesson to inform planning? Is prior learning <b>activated</b> in lessons to connect new learning to previous learning?	 Page 15
Culture for Learning	Is there a positive and well-embedded ethos for learning which impacts significantly on pupils' outcomes?	 Page 17
Feedback	Does clear and timely feedback enable pupils to improve their learning?	 Page 20
Learning Environment	Is the learning environment tidy, well-organised and effective in supporting teaching and learning?	 Page 22
Learning Objectives	Do learning objectives reflect the intended knowledge or skill to be learnt in a lesson?	 Page 28
Modelling	Does modelling effectively demonstrate and support the required learning?	 Page 29
Outcomes	Are outcomes age-related and sufficiently challenging?	 Page 31
Questioning	Does questioning inform assessments and develop pupils' understanding?	 Page 32
Reviewing Learning	Is learning regularly reviewed e.g. within lessons, daily, weekly, termly etc. and does this have a positive impact on outcomes?	 Page 35

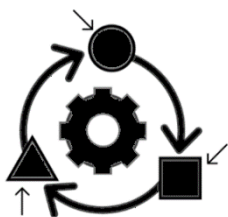


Ineffective

Improving

Effective

# Adaptive teaching



## Adapting the teaching before and during lessons

### Adapting teaching BEFORE the lesson: Proactive

#### Curriculum

A purchased scheme or curriculum is being followed with little thought to sequencing and the delivery through small steps. The teacher is unaware of how to adapt the chosen curriculum/scheme to support the pupils.

In some subjects, the curriculum is still being developed and refined and effective sequencing of learning is not clear or broken into smaller steps. As a result, some content is too broad and therefore more time is required prior to the lesson to plan adaptations for some pupils.

A well-planned and effectively sequenced curriculum is in place. Clear steps in learning means the amount of adaptations needing to be planned before the lesson, is reduced.

When a scheme is adopted by a school, the school invests in training via the company who designed the scheme.

Teachers are aware of how to adapt the scheme should they need to.

Teachers take into consideration the needs of their pupils and adapt the scheme according to these needs.

Teachers are aware of the school's curriculum map and teach the units appropriate to their class. However, they are unaware of what has already been taught (or what will be taught in the future) and do not take account of prior learning or potential barriers to learning.

Teachers are aware of the school's curriculum map and are clear about prior learning and future learning as well as what they have to teach. They know the prior learning of pupils and may adapt learning accordingly, but this is not consistent across all subjects.

Teachers are clear about the school's curriculum map, the prior learning which has taken place and how the units they teach will prepare pupils for future learning. They use assessment of prior learning to adapt learning appropriately and effectively.

Teachers are unaware of how to adapt learning appropriately for different ages, needs and subjects. They are unaware of possible misconceptions which may arise.

Some Subject Leaders have enhanced their subject map to identify misconceptions which may arise, and how to address these, and to give suggestions for appropriate adaptations which could be made to make learning accessible for all. Teachers generally use this information effectively in their planning/teaching.

There is a comprehensive and coherent curriculum map. Possible misconceptions have been identified in all subjects, as have suggestions on how to address these. Effective guidance is given on how to make the learning accessible for all. Teachers confidently, and effectively, use the information given to enhance their teaching.



## Ineffective

## Improving

## Effective

# Culture for Learning



A positive and well-embedded ethos for learning which impacts significantly on pupils' outcomes.

Although pupils and adults may feel physically safe, there are often inconsistencies regarding how safe they feel emotionally.

Adults challenge any behaviours that may make pupils, or other adults, feel unsafe physically or emotionally.

Pupils and adults are proactive in ensuring everyone feels safe both physically and emotionally.

There are no, or very limited, systems and procedures in place to ensure physical, emotional and sensory needs are met.

Some systems and procedures are in place to ensure physical, emotional and sensory needs are met. These may not be consistent or fully embedded.

Well-established systems and procedures are in place, and consistently embedded throughout school, to ensure all physical, emotional and sensory needs are met.

There is no, or very limited, awareness/practice regarding how to meet any communication needs within the class.

There is some awareness of communication needs within the class and some attempts to support these on a day to day basis.

All adults and pupils contribute to communication needs being effectively and appropriately supported and embedded in classroom practice. Eg. If one pupil in the class uses Makaton, all pupils are taught simple signing.  
Visual prompts to support EAL learners etc

Adults and pupils are often negative with each other. This is often reflected in the way language is used e.g. 'Why am I not surprised you are messing about?'

Adults and pupils are generally positive with each other, but this is not always consistent.

There is an ethos of positivity, amongst adults and pupils. This is actively promoted and explicitly taught.

There is very limited understanding, and use of, positive body language and smiling evident. Expectations are low regarding good manners, and modelling of these, from adults and children.

Adults and pupils have some awareness of the impact of smiling, positive body language and good manners on mental health and general wellbeing. These are modelled by all adults and children are encouraged to practise the

There is a well-established culture of smiling and positive body language. Good manners are explicitly taught and modelled and there are high expectations regarding these. All adults and pupils practise the