**Whole School lesson Review**

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|  | **Highly Effective** | **Effective** | **Secure** | **Reaching Secure** |
| **1. Personalisation** | Teachers use strategies that very successfully meet the individual needs of ***almost all*** (90%+) students in relation to their starting points. | Teachers use strategies that are highly effective in meeting the individual needs of **most (75-90%)** students in relation to their starting points. | Teachers use strategies that are effective in meeting the individual needs of the **large majority (61-74%)** of students in relation to their starting points. | Teachers use strategies that adequately meet the needs of the ***majority (50-60%)*** of students. |
| **2. Challenge, support and model excellence to ensure students make better than expected progress.** | Teachers have high expectations of all groups of students. They provide very challenging work, excellent support and consistently model excellence. | Teachers consistently  provide specific levels of challenge and support and model excellence. | Teachers provide appropriate levels of challenge and support. Modelling excellence is not consistent. | Teachers provide challenge and support generally, but this is not always sufficiently personalised. Model excellence is not evident. |
| **3. Use of Higher Order thinking strategies to challenge all students.** | Teachers consistently use effective higher order thinking strategies to engage students. Questioning consistently challenges students’ thinking. Dialogue engages students in discussions and reflection. | Teachers use effective higher order thinking strategies to engage students. Questioning promotes higher level thinking. Dialogue engages students in thoughtful discussions and reflection. | Some evidence of higher order thinking strategies used to engage students. Questioning promotes thoughtful and considered responses. Dialogue engages students in meaningful discussions and reflection. | Very little evidence of higher order thinking strategies used to engage students. Questioning and dialogue engages students in meaningful discussions. |
| **4. Assessment for Learning opportunities** | **Assessment information is used skillfully and effectively** to influence teaching and the curriculum in order to meet the learning needs of ***almost all (90%+)*** groups of students to optimise their progress. | **Assessment information is used very effectively** to influence teaching and the curriculum in order to meet the learning needs of **most (75-90%)** groups of students to enhance their progress. | Assessment information is used effectively to influence teaching and the curriculum in order to meet the learning needs of the **large majority (61-74%)** of groups of students to enhance their progress. | Assessment information is used adequately to inform teaching and curriculum planning in order to meet the needs of the ***majority (50-60%)*** of groups of students. |
| **5. Use of digital learning strategies to enhance learning and accelerate progress.** | The teacher **consistently** and expertly applies their knowledge of their subjects and how students learn via appropriate use of digital technology to enhance learning. | The teacher expertly applies their knowledge of their subjects and how students learn via appropriate use of digital technology to enhance learning. | The teacher applies their knowledge of their subjects and how students learn via appropriate use of digital technology to enhance learning. | The teacher applies their knowledge of their subject and how students learn by attempting to use digital technology for learning that **majority *(50-60%)*** of students benefit from. Use of technology is underdeveloped. |
| **6. Effective provision** | Teachers plan imaginative lessons, provide inspiring learning environments, use highly effective resources creatively and effective use of support staff (where applicable) to enable **almost all** ***(90%+)*** groups of students to make better than expected progress. | Teachers plan engaging lessons, provide motivating learning environments, resources and support staff (where applicable) are used skillfully to enable **most** **(75-90%)** students to be very successful learners. | Teachers plan purposeful lessons, provide interesting learning environments, resources and support staff used to enable students to be successful learners. Resources are not always used effectively to maximise progress. | Teachers plan lessons and provide some opportunities to use resources appropriately to provide environments where students can meet learning expectations. Resources are not always used effectively to maximise progress. |
| **7. Active learning strategies and engagement** | **Almost all *(90%+)*** students are actively engaged, learning purposefully throughout the lesson; driving their own learning. | **Most (75-90%) students** are actively engaged and learning purposefully throughout the lesson, with some opportunities to drive their own learning. | **The large majority (61-74%) of students** are actively engaged and learning purposefully throughout the lesson. Opportunities for students to drive their own learning is minimal. | **The majority *(50-60%)* of** students are actively engaged and learning purposefully throughout the lesson. |
| **8. Effective use of the Learner Attributes to drive students learning** | Teachers provide a range of opportunities for students to display the Learner Attributes. **Almost all *(90%+)*** students embed the Learners Attributes, consistently to drive their own learning. | Teachers provide a range of opportunities for students to display the Learner Attributes. **Most *(75- 90%)*** students embed the Learners Attributes, to drive their own learning. | Teachers provide some opportunities for students to display the Learner Attributes. **The large majority (61-74%)** students understand the meaning of the Learners Attributes. | Teachers refer to the Learner Attributes but minimal opportunities for students to understand and link them to their learning. |