

Lesson Observation – Ofsted Key Indicators

| | Inadequate | Satisfactory | Good | Outstanding | |
|-----------------------------|--|---|--|---|---|
| Environmental Habits | Positive, purposeful atmosphere | The children need regular reminders to keep on-task, some do not keep on-task, despite reminders | With regular reminders, the children work purposefully and productively | Children only need occasional reminders regarding staying on-task | A very positive, purposeful atmosphere pervades all aspects of learning and behaviour within the class |
| | Planning in place and available | Planning for the lesson is not available | Teachers planning folder is present and a suitable lesson plan is in place | Planning for the lesson is precise and is clearly adapted to the needs of the children, adjustments, based on previous learning are clear, previous plans are annotated, including references to assessment | All planning is thorough and detailed, subject and cross-curricular links are clear, assessment opportunities are identified and annotated accordingly, links to ILL, ICT, homework ensure integrated approach through lesson |
| | Key vocabulary displayed and used | Key vocabulary is not displayed | There is evidence of lists or groups of key vocabulary in the classroom that children can, if they choose, make use of | The key vocabulary on display in the room is referred to and used by the teacher, LSA's and children in the course of their work | The use of key vocabulary forms a key component in the teaching and learning of the children, routines are evident and the vocabulary is impacting on the learning |
| | Well-prepared resources in place | Elements of resources are not prepared sufficiently in advance | All resources are prepared ready for the beginning of the lesson | All resources are well-prepared and routines are in place for them to be effectively distributed through the course of the lesson | Full range of classroom resources and specific lesson resources are effectively prepared, available and distributed, routines lead to minimal disruption |
| | Effective use of display | Displays, where present, do not reflect or impact on the work being carried out in the class | A mixture of displays are used in the class, some with examples of children's work | A wide range of different displays include children's work, work in progress and items to stimulate interest | A wide range of well-thought out, high quality, stimulating displays are used to support the work in class, there are examples of 2D work, interactive displays, examples of best work |
| | LSAs effectively deployed | LSAs have little or no impact on learning | LSAs work alongside groups of children or individuals to ensure they are on task | LSAs are deployed strategically by the class teacher and work effectively to support groups of children and individuals | LSAs are deployed strategically, engage actively with the groups or individuals they are working with and ensure above average progress for those they work with |
| | ICT used effectively, where appropriate | ICT is not used where it could have been used to enhance the learning | ICT is used, principally by the class teacher | ICT is used by both the teacher and the children to enhance the learning | ICT is used in interesting ways to add significantly to the learning |
| Learning Habits | Learning Objectives | Learning Objectives are not shared or do not accurately reflect the teacher's intention | Appropriate Learning Objectives are shared at the beginning of the lesson and reviewed at the end | A clear routine for sharing Learning Objectives is present, Learning Objectives are referred to through the lesson and they form the basis of the Plenary, Learning Objectives are distinguished from content | The Learning Objectives permeate all aspects of the lesson, effective routine for sharing, reflecting and assessing the Learning Objectives are in place |
| | Quality examples of work | Examples of successful work are not used | At least one example of a completed piece of work is referred to in the introduction to the task | Two pieces of work are compared and used to help develop the Success Criteria | Carefully chosen pieces of work, one of which that demonstrates high achievement, are used to stimulate and exemplify Success |
| | Success Criteria | Success Criteria are not shared, and children are not given clear indications of what constitutes success | Success Criteria have been prepared beforehand and are shared, Success Criteria are mentioned during lesson as a general guide | Clear Success Criteria are both planned and then developed before task commences, examples of success are shared through lesson and are used in Plenary | Children are actively involved in developing effective Success Criteria before task commences, Success Criteria are referred to throughout whole lesson and used for group/self-evaluation |
| | Recall of previous learning | References to previous learning are not made | Previous learning is referred to in the introduction, but only incidentally built upon | Clear links are drawn between previous learning and how the lesson builds on this | There is a shared and understood link between previous learning and the lesson, preparation is made to link learning to next lesson |
| | Differentiation | Tasks are not clearly differentiated | Task is differentiated principally by outcome or expected quantity of work | Tasks are carefully designed to meet the learning needs of all three main groups of learners (Core, Support, Extension), including some provision for SEN and GAT | Tasks are carefully designed, chosen and adapted to meet the full range of learners needs, a range of effective strategies is employed |
| | Effective plenary | The Plenary, if present, refers only to what has been done and does not provide an opportunity to reflect on the learning | The lesson ends with a summary, reference is made to the Learning Objectives and Success Criteria | The Plenary effectively summarises the Learning Objectives and Success Criteria are shared, children are actively involved, including group/self-evaluation | Building on 'mini-plenaries' through the lesson, the Learning Objectives are extended, children articulate and communicate their learning, wider implications and links are clarified, links made to future learning |
| | Success celebrated | Success is only celebrated in general terms, without specific links to learning | Success is recognised and praised, some links to Learning Objectives and Success Criteria | Learning Objectives and Success Criteria form the basis for praise, reasons for success are articulated and explained | Evident culture of success being celebrated based on specific aspects of Learning Objectives and Success Criteria, children know that their success will be recognised and celebrated |
| | Cross-curricular links identified and promoted | Reference is not made to cross-curricular links | Examples of links to other subject areas are referred to | Reference is made to how the lesson links to other lessons and subjects | Specific links are made to how skills, knowledge and understanding can and will be used in other areas |
| | Pupils make good progress | Some children do not make progress | All children make some progress in their learning, but not all make as much progress as planned | All children make progress against their previous learning and most fully meet or exceed the expectations of the lesson | All children engage fully with the learning and demonstrate that good progress has been made in their learning |

Lesson Observation Ofsted Key Indicators

M Lipman



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Essence from Within: Unveiling Pedagogical Perspectives from Ancient to Modern Era Rajendra Kumar Shah, 2025-03-11

The role of education extends beyond the mere transmission of inherited knowledge it must serve as a catalyst for intellectual innovation and societal progress The fundamental objective of a school should be the production of knowledge an endeavor that not only cultivates critical thinking but also prepares learners to navigate the complexities of an ever evolving world Historically educational institutions have placed primary emphasis on the dissemination of knowledge accumulated by previous generations often considering it the definitive intellectual resource While this tradition has played a vital role in preserving human understanding it is no longer sufficient to meet the demands of changing societies Consequently it is imperative for schools to actively engage in rigorous research critical inquiry and reflective analysis of the pedagogical methodologies employed in classroom instruction The necessity of re evaluating existing pedagogical practices and exploring innovative pedagogical approaches has never been more urgent This book undertakes a comprehensive examination of the foundational principles of pedagogy through rigorous research and scholarly analysis The first chapter traces the historical evolution of pedagogical thought elucidating how pedagogy has been defined and conceptualized from antiquity to the present era The second chapter presents a critical discourse on the diverse perspectives of scholars from various academic disciplines offering a comparative analysis of their interpretations of pedagogy Finally the third chapter provides a meticulous examination of pedagogical practices within the context of established educational theories highlighting their implications for contemporary teaching and learning practices Pedagogy is not solely the concern of school and university educators its significance extends to curriculum developers educational administrators parents and all stakeholders invested in the advancement of education Effective teaching necessitates a deep understanding of pedagogical principles enabling educators to foster meaningful learning experiences Likewise curriculum developers must possess a comprehensive grasp of pedagogy to design curricula that are both impactful and relevant to contemporary educational needs In the realm of educational administration pedagogical expertise is indispensable for managing institutional operations making informed policy decisions and ensuring the continuous enhancement of academic quality Furthermore parents as primary facilitators of early learning and development benefit immensely from pedagogical knowledge in guiding their children s educational journeys Recognizing the multifaceted importance of pedagogy this book offers a rigorous examination of its principles applications and implications across diverse educational contexts It seeks to provide educators administrators policymakers and parents with valuable insights into the transformative role of pedagogy in shaping effective teaching and learning practices It is hoped that this book will be beneficial to all readers and even in a modest way will contribute to fulfilling their intellectual and professional needs

Reclaiming Lesson Observation Matt O'Leary, 2016-09-19 *Reclaiming Lesson Observation* explores the latest practice thinking and research in lesson observation putting teacher learning at its heart

Illustrated throughout with practical examples from a range of education settings each chapter contains a rich variety of state of the art evidence based case studies to demonstrate how new approaches to observation can be applied in practice The book is split into four easily accessible parts making the transition to ungraded models of lesson observation recent research studies in lesson observation peer observation coaching and mentoring innovations in observing classroom practice With a carefully chosen team of contributors from senior leaders and managers to classroom practitioners and education researchers this book provides an informed perspective on how to maximise the use of observation and most importantly implement proven successful schemes to improve the quality of teaching in the classroom Reclaiming Lesson Observation is for all practising educators who want to break free from the constraints of performative lesson observation to redefine and reclaim it as a powerful tool for teacher growth on which to build sustainable collaborative communities of teacher learning

Foundations of Educational Leadership Jeffrey S. Brooks, Anthony H. Normore, 2017-09-07 Foundations of Educational Leadership provides a fresh and research based perspective on educational leadership exploring 10 specific aspects of globalization in which educational leaders must be literate in order to establish and sustain relevant and useful educational experiences for students in their schools In addition to covering traditional concepts such as culture instructional leadership professional ethics and politics well known authors Brooks and Normore also introduce several conventionally neglected cutting edge concepts like spirituality holistic health and information leadership This important book emphasizes how a framework of learning literacy leadership and reflection is critical to the preparation and practice of educational leaders Foundations of Educational Leadership ensures aspiring and practicing leaders will be prepared to influence processes and outcomes for creating a more just and equitable environment for all students Key Features Each chapter focuses on what leaders need to learn the concepts with which they need to be literate how to lead in the area and aspects on which they should reflect Discussion sections at the end of each chapter include prompts questions and activities suited for engaging ideas alone or with classmates An eResource features additional resources and video content Primary Curriculum Design and Delivery Glynis Frater, 2023-03 A practical CPD guide for senior staff in primary schools on designing and delivering a cohesive primary curriculum with high quality outcomes for all Secondary Curriculum Design and Delivery Glynis Frater, 2024-12-04 This is a practical guide for school leaders and teachers who have responsibility for designing and delivering a knowledge rich and skills focused curriculum at KS3 and KS4 It considers the elements that underpin a high quality curriculum and how to create sequential and conceptually rich learning experiences for pupils across the secondary phase Key topics include Tools and techniques that can support staff to develop a cohesive curriculum across every secondary subject area A focus on essential knowledge and skills within each subject Transition from primary to secondary school and the importance of KS3 The role of leadership in defining curriculum vision rationale and ambition A review of compulsory and desirable elements of curriculum planning such as well being and physical health Glynis Frater is

the founder and a director of Learning Cultures She has taught across both the primary and secondary phases of education and delivers CPD programmes on leadership curriculum planning and embedding coaching into a whole school culture

Professionalism in Post-Compulsory Education and Training Jonathan Tummons,2020-05-18 What does professionalism mean for teachers and trainers in further education colleges or adult education centres Over the last twenty years ideas about professionalism and professional identity within the post compulsory sector have been shaped and reshaped by successive policies standards and professional bodies Yet these ideas themselves remain controversial and continue to be the focus of debate as well as research This book gathers together a series of articles published over the last ten years providing critical and research based perspectives on professionalism within post compulsory education and training The twelve chapters that are presented here explore issues such as professional standards and continuing professional development and their impact on current definitions and frameworks of professionalism as well as the policies that have shaped these processes These are issues that are of relevance and importance not only to practitioners and researchers in the post compulsory sector but to anyone who is concerned with contemporary debates about what it means to be a professional in education and training The chapters in this book were originally published as articles in *Research in Post Compulsory Education*

Guidance on the Inspection of Secondary Schools ,1995 **Making School Work** Andy Buck,2007 Sets out a range of strategies for successful school leadership This work answers some of the key challenges facing school leaders

Inspecting Schools Brian Wilcox,John Gray,1996 During the first half of the 1990s the British government turned inspection into an ambitious instrument of educational policy making Initially it encouraged local education authorities to experiment with inspection in all its forms Growing impatient with the pace of change however a new policy was brought into force after the 1992 General Election Schools were to be inspected on a hitherto unprecedented scale Every primary and secondary school in England and Wales was to undergo a full inspection once every four years At the same time a new agency the Office for Standards in Education OFSTED was set up to organize the new programme Their concern they declared was not merely to hold schools to account but to help them to improve So called failing schools in particular would be identified and put on notice to change The research reported here is one of the very first independent attempts to explore the aftermath of inspection and the ways in which schools do or don't take up inspectors challenges What kinds of recommendations do schools find relatively easy to implement Which factors seem to make a difference Do so called failing schools require special treatment In short has a powerful tool for school improvement been discovered Or is its leverage on change processes in practice more modest The history of school inspections in Britain stretches back over 150 years Despite this lengthy tradition its effects have up till now been simply asserted or taken for granted *Inspecting Schools* offers a compelling account of the limits and possibilities of inspection as a mechanism for school reform BOOK JACKET Title Summary field provided by Blackwell North America Inc All Rights Reserved The School Librarian School Library

Association,1994 New School Management Approaches Centre for Educational Research and Innovation,2001 Those who manage schools and educational systems today have an arduous task as schools everywhere are being asked to do more than ever before This book analyses how they are responding focusing on new school management approaches at the primary and secondary school levels **EUDISED European Educational Research Yearbook 1998/99** ,2000 **Primary Education** Great Britain. Office for Standards in Education,1999 Twenty years on from the review of primary education by Her Majesty s Inspectors of Schools this report provides a clear commentary on the strengths weakness and issues faced by the maintained primary schools in England **British Education Index** ,1999 **The Times Index** ,2010 Indexes the Times Sunday times and magazine Times literary supplement Times educational supplement Times educational supplement Scotland and the Times higher education supplement *Current Index to Journals in Education* ,1998-07 *Index to Theses with Abstracts Accepted for Higher Degrees by the Universities of Great Britain and Ireland and the Council for National Academic Awards* ,2004 Theses on any subject submitted by the academic libraries in the UK and Ireland **Library & Information Science Abstracts** ,1995 *EUDISED European educational research yearbook* ,1996 **How Valid and Reliable is the Use of Lesson Observation in Supporting Judgements on the Quality of Education?** . ,2019

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