

Good teaching Key components	What it might look like in a lesson?	What it might look like in books/pupils work?	What pupils might be saying?
Progress	Responses to feedback in the lesson Independence High expectations Appropriate differentiation Know individuals Achieving success criteria (next steps set) Engaged children Development of skills Using and applying strategies and vocab Moving children on (eg independence/new challenge)	Annotation Not making the same mistakes Closing the gap Peer assessment Self assessment Challenge Constructive feedback Photographic/written Application of skills	Articulation of the learning What's next? Next time I could..... Spontaneous comments about the links they've made in their learning Using new vocab
Passion	motivation/involvement Keen to participate Engaging resources (inc kinaesthetic, visual, auditory) Enthusiasm Awe and wonder Positive attitude Talking about their learning Building and planning for interests	Pride in presentation Completed tasks accurately Good quality Extended pieces of work Quality not just quantity More involved	Positivity (positive comments about their learning/activity) Eagerness to share new skills & knowledge to peers and staff Helping others to achieve

	Passion from the teacher		
Pace	<p>Long/medium/short term</p> <p>Target questions</p> <p>Time appropriate tasks depending on ability.</p> <p>Concise teaching</p> <p>Mental and oral openers</p> <p>Mixed ability groups</p> <p>Split inputs</p> <p>Engagement of children</p> <p>Preparation of resources</p> <p>Answering questions appropriate to task</p> <p>Stick to learning objective</p> <p>Checking progress during the lesson</p>	<p>Next steps</p> <p>Extension activities to challenge</p>	<p>I completed that task now I can practice/learn</p> <p>Is it dinner time already!!!!!!!</p>
Purpose	<p>Long/medium/short term vision</p> <p>Learning objective specific to lesson working towards and building on prior learning/knowledge to achieve a</p>	<p>Relevant tasks building on or consolidating previous learning. (matches intentions)</p> <p>Differentiated activities</p> <p>Practical experiences they choose to</p>	<p>Pupils can articulate the purpose of the work set.</p> <p>Pupils understand and communicate why they are doing specific tasks (to be able to</p>

	<p>broader outcome. (life skills/employment) Differentiated inputs Involvement of pupils sharing/linking children's own experiences. (real life) Link to enterprise skills</p>	<p>do independently which displays their knowledge and learning which may be linked to own experiences (role play/planting/physical tasks)</p>	<p>I'm going to need this when I am a</p>
Participation	<p>Talk partners Assessment for learning Independence Feedback from child Modelling mistakes and self correcting with a narrative. Sharing and making children feel safe to have a go take risks</p>	<p>Completion of task accurately. Met outcomes Link to prior and future learning</p>	<p>Individual, group, whole class contributions</p>
Praise	<p>Instant feedback specific to learning/skill/child/objective Celebrating/Sharing success (individual, peer, group, whole class) Happy children - self confidence</p>	<p>Stars and wishes Annotations Record of conversations Positive marking photographs</p>	<p>Child can articulate own success and next steps specific to skill/learning objective</p>