

Framework to support reflection on teaching and learning

These evaluative questions may be used to facilitate conversations. Whilst not intended as an exhaustive list, they aim to stimulate discussion associated with thinking and practice in teaching and learning. It may also be helpful to make reference to other documentation, such as the [Teachers' Standards](#), the [Early Career Framework](#), or the [Frank Wise School Professional Qualities, Aims and Standards for Teachers](#).

Use of Information on Prior Learning and Assessment	
Considerations	<ul style="list-style-type: none"> •Use of evidence of learning needs/priorities •Alignment with the Curriculum Framework
Questions	<p><i>Has the teacher considered individual targets, Group Work Recording from this area of learning and outcomes within the EHCP?</i></p> <p><i>How has the teacher determined that this area of learning is a developmental priority for their class?</i></p> <p><i>How well aligned is the lesson content to the Curriculum Framework?</i></p> <p><i>Does the teacher make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring pupils' progress and levels of attainment?</i></p>
Effectiveness of Planning	
Considerations	<ul style="list-style-type: none"> •Groupings •Resourcing •Learning environment
Questions	<p><i>Does planning outline a clear understanding of progression, with effective learning sequences across a series of lessons and/or within lessons?</i></p> <p><i>How have the groupings been determined, and do they maximise learning opportunities for all pupils?</i></p> <p><i>Does planning demonstrate that the teacher knows how to make effective personalised provision for those they teach based on their individual developmental requirements?</i></p>
Effectiveness of Delivery	
Considerations	<ul style="list-style-type: none"> •Learning environment •Deployment of staffing •Pace and timings •Fostering of independence
Questions	<p><i>How does the teacher ensure that colleagues working with them are appropriately involved in supporting and leading learning and understand the roles they are expected to fulfil.</i></p> <p><i>How does the teacher manage the learning of individuals, groups and whole classes to sustain pupils' concentration, motivation and application?</i></p> <p><i>How effectively does the teacher build on prior knowledge and attainment of the pupils they teach?</i></p> <p><i>How does the teacher adapt their language to suit the pupils they teach, introducing new ideas and concepts clearly, and using explanations, questions and discussions effectively?</i></p> <p><i>How does the teacher adapt learning to provide developmentally appropriate opportunities for all pupils?</i></p>
Effectiveness of Engagement	
Considerations	<ul style="list-style-type: none"> •Use of behaviour management strategies •Peer to peer communication and interaction •Individual levels of pupil engagement
Questions	<p><i>How is pupils' behaviour managed positively and consistently in line with the school's behaviour policy?</i></p> <p><i>Are a range of behaviour management techniques and strategies used to promote the self-control, co-operation and independence of pupils?</i></p> <p><i>Does the teacher actively facilitate effective interaction between all pupils?</i></p> <p><i>Are pupils praised regularly for their good effort and achievement?</i></p> <p><i>Does the teacher enable effective engagement with learning throughout the lesson?</i></p>
Effectiveness of Learning Outcomes	
Considerations	<ul style="list-style-type: none"> •Consistency with objectives •Pace and pattern of learning
Questions	<p><i>How does the teacher support and guide pupils to reflect on their learning, identify the progress they have made, set positive targets for improvement and enhance independence?</i></p> <p><i>Does the teacher ensure that all pupils know how well they are doing and provide them with clear and detailed steps for improvement?</i></p> <p><i>What systems does the teacher have in place for tracking learning effectively, including for those pupils whose learning is sporadic or inconsistent?</i></p> <p><i>How are concepts and processes developed within the lesson which enable pupils to apply knowledge and understanding skilfully?</i></p> <p><i>How effectively is time used within the lesson and are learning opportunities maximised?</i></p> <p><i>How does the teacher enable all pupils to manage their learning as independently as possible with the conscious removal of support over time?</i></p>