

List of indicators used in the lesson observation model – OFSTED June 2019

The pupil centred learning outcomes are composed by Glynis Frater at Learning Cultures. This gives those who observe classroom pedagogy linked to the delivery of a cohesive and sequenced curriculum the opportunity to look firstly at the teaching and then the impact it is having on learning outcomes.

No	Indicator	A pupil centred model
1	Curriculum	Learner centred outcomes
1a	Teachers use subject expertise, knowledge and practical skills to provide learning opportunities	Pupils can link their learning to what they already know and can make connections with other subject or cross curricular learning
1b	Teachers ensure there is an equality of opportunity for all learners to access every lesson, as building blocks to the wider curriculum	All pupils have access to the same content and knowledge. Where they need support, they have the confidence to accept challenge and intervention
1c	Strategies to support reading/vocabulary understanding/numeracy are in place for pupils who need it/cannot access the curriculum	Intervention is planned so that all pupils can access the curriculum. Gaps in learning and in skills development are understood and actions taken to support pupils
1d	The content of the lesson is suitably demanding	Pupils are engaged. There are opportunities for all pupils to deepen their learning using a wide range of pedagogies that ensure knowledge is strengthened and skill competence increased
1e	The lesson content is appropriate to the age group and does not lower expectations	Pupils are given access to rich texts and increasingly complex tasks that will broaden their understanding and deepen meaning. Progression opportunities are clearly defined
1f	There is a logical sequence to the learning	Pupils know that what they are learning is part of a tapestry that links previous learning, other subject content and the skills needed for learning to ensure knowledge is retained over time
1g	Teachers provide opportunities to recall and practise previously learned skills and knowledge	Pupils have retained knowledge from previous learning and know how to use that learning to inform new learning. Pupils are able to use their previous understanding as a springboard for deeper learning
1h	Assessment provides relevant, clear and helpful information about the current skills and knowledge of learners	There is clarity as to what is being assessed in relation to knowledge and skills and pupils know what is expected of them in the work they produce. Pupils can reflect on their own learning journey

List of indicators used in the lesson observation model – OFSTED June 2019

No	Indicator	A pupil centred model
2	Teaching	Learner centred outcomes
2a	Teachers demonstrate good communication skills	Pupils are listened to and can respond to deep and rich questioning so that they can discuss how they are learning, where they are stuck and how they respond to challenge
2b	Teachers' use of presentation allows pupils to build knowledge and make connections	Presentation teachers use have clarity and are accessible to all pupils in the class. The content is sufficiently deep to challenge pupils to build knowledge and make connections
2c	Teachers use relevant and appropriate resources during presentation to clarify meaning to pupils	Pupils demonstrate that they understand what the teacher is meaning. Resources used are highly interactive and help to deepen pupils' knowledge and understanding
2d	Teachers possess good questioning skills	Pupils need to be challenged by the use of deep, rich and open questioning techniques that put the onus on the pupil to find solutions and be self-reliant in their learning
2e	Teachers give explicit, detailed and constructive feedback in class	Pupils respond to feedback positively. Feedback is seen as the way to improve the quality of work or output and is never seen as criticism of what is not right
2f	Teachers effectively check for understanding	Pupils have many opportunities to explain their understanding and have a deep clarity as to the way they learn in order that they can strengthen and articulate their metacognition
3	Behaviour	Learner centred outcomes
3a	Teachers create supportive classrooms	Pupils have high self-esteem, are contributors of their own learning and to others' learning. Each pupil knows that the teacher supports them in their quest for deeper learning
3b	Teachers create focused classrooms through their high expectations of pupils	Pupils know that challenge is part of learning and each pupil in the classroom is working at a pace and with subject matter that will challenge them and extend their capacity
3c	Teachers communicate clear and consistent expectations which are understood and followed	There are consistent and clear expectations that all pupils adhere to. They know the boundaries and are clear what will happen if they transcend those boundaries
3d	Pupil's behaviour contributes to the focus on learning	Pupils are engaged, interested and challenged to achieve more. This provides a classroom culture that negates low-level disruption where pupils themselves will not tolerate poor behaviour