

### Southfield School lesson learning review criteria (full lesson and drop in)

	Transformational	World Class	Developing	Beginning
<b>Level of challenge</b>		Work is pitched at suitable levels for individuals. All students find the work demanding at their own level.	Work is pitched at a level suitable for groups of students of similar abilities. Most students find the work demanding at their own level.	The level of challenge is rarely suitable or sustained. Some students find the work demanding.
<b>Questioning</b>		Higher order questioning is embedded. Appropriate wait time is used.	Questions tend to be high order. Wait time is used.	Questions tend to be low-order. Little or no wait time is used.
<b>Resilience</b>		Activities enthuse students so they persevere when faced with challenges.	Students find most activities interesting and enjoyable and are keen to learn more.	Students are enthusiastic about some of the activities but may not embrace them fully.
<b>Climate</b>		Routines for learning are clear. There is a positive atmosphere. Good relationships are apparent.	Routines for learning are clear. The atmosphere is generally positive.	Routines for learning are not clear. The atmosphere tends to be negative.
<b>Assessment</b>		Assessment techniques are used. The work for individuals is subsequently adapted.	Assessment techniques are used. The work for groups of students is subsequently adapted.	Assessment techniques are used but work may not adapted.
<b>Thinking and engagement</b>		All students are engaged at all times with sustained opportunities for deep thinking.	Most students are engaged at all times with some opportunities for deep thinking.	Some students are engaged throughout. There is little opportunity for deep thinking.
<b>RWCM</b>		Either reading, writing, communication, Maths or ICT skills are intrinsic to the lesson and evidenced through work.	The work includes opportunities to develop any of these skills.	Opportunities to develop these skills might missed or not considered.
<b>Feedback</b>		Feedback guides students on how they can improve or prompts them to find and correct errors.	Most feedback provides students with guidance on what needs to be improved.	Some feedback provides students with guidance on how they can improve.
<b>Reflection</b>		Reflection is a directed part of the lesson. Students respond to feedback with clear actions.	Students reflect on their learning but some opportunities are missed. Some students respond to feedback.	Reflection may be a directed part of the lesson. Students might respond to feedback.
<b>Presentation</b>		Work shows distinct pride. Changes and improvements are evident.	The work is organised. Some changes and improvements are evident.	Work is poorly organised and shows a lack of pride generally. There is limited evidence of improvements being made.
<b>Student ownership</b>		Students can explain where they are in their learning and what they need to do to progress.	Students can describe where they are in their learning and may be aware of what they do to progress.	Students may be unable to describe where they are in their learning and are unaware of what they need to do to progress.
<b>Subject knowledge</b>		Teacher subject knowledge is secure and extends student thinking.	Teacher subject knowledge secure.	Teacher subject knowledge is not always secure.
<b>Independent Study</b>		Independent study effectively extends, consolidates or prepares students for new learning.	Independent study normally extends or consolidates or prepares students for new the learning.	Some independent Study may extend or consolidate or prepare students for new the learning.

#### Transformational

Staff achieving this level in specific aspects may be asked to work with colleagues to support pedagogical development. This should be selected if staff are willing to potentially support other staff. This may be through professional learning sessions, coaching or other forms of collaboration.

