

Great Teaching: Reflecting on Classroom Practice

*"The best available evidence indicates that **great teaching is the most important lever schools have to improve outcomes for their pupils**"*

(The EEF guide to supporting school planning: A tiered approach to 2021)

"An assessment functions formatively to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners or their peers to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have made in the absence of that evidence."

(Embedded Formative Assessment; D Wiliam 2018)

This formative assessment audit tool has been produced to help schools identify strengths and areas for development in their drive towards quality first teaching and learning. It focuses on formative assessment practices and aspects of quality first teaching which will have a positive impact on pupils' learning and outcomes. It is designed to be flexible and easy to use.

There is an initial overview grid below to support the identification of areas of strength and areas for development. The overview hyperlinks to a range of supplementary grids which focus in more detail on each area. These grids are based on continua to support schools in identifying effective practice, improving practice and typically ineffective practice.

This tool can be used in a variety of ways to support school improvement. It can be used by school leaders to support self-evaluation and/or by individual teachers/phases within a school etc. to promote reflection on classroom practice. It may be helpful to colour code/RAG rate the areas to help identify specific areas on which to focus, and which may benefit from additional CPD.

This edition has been updated to support schools to reflect on inclusive practice. There is also an additional section on Adaptive Teaching.



Ineffective

Improving

Effective

Culture for Learning



A positive and well-embedded ethos for learning which impacts significantly on pupils' outcomes.

Although pupils and adults may feel physically safe, there are often inconsistencies regarding how safe they feel emotionally.

Adults challenge any behaviours that may make pupils, or other adults, feel unsafe physically or emotionally.

Pupils and adults are proactive in ensuring everyone feels safe both physically and emotionally.

There are no, or very limited, systems and procedures in place to ensure physical, emotional and sensory needs are met.

Some systems and procedures are in place to ensure physical, emotional and sensory needs are met. These may not be consistent or fully embedded.

Well-established systems and procedures are in place, and consistently embedded throughout school, to ensure all physical, emotional and sensory needs are met.

There is no, or very limited, awareness/practice regarding how to meet any communication needs within the class.

There is some awareness of communication needs within the class and some attempts to support these on a day to day basis.

All adults and pupils contribute to communication needs being effectively and appropriately supported and embedded in classroom practice. Eg. If one pupil in the class uses Makaton, all pupils are taught simple signing. Visual prompts to support EAL learners etc

Adults and pupils are often negative with each other. This is often reflected in the way language is used e.g. 'Why am I not surprised you are messing about?'

Adults and pupils are generally positive with each other, but this is not always consistent.

There is an ethos of positivity, amongst adults and pupils. This is actively promoted and explicitly taught.

There is very limited understanding, and use of, positive body language and smiling evident. Expectations are low regarding good manners, and modelling of these, from adults and children.

Adults and pupils have some awareness of the impact of smiling, positive body language and good manners on mental health and general wellbeing. These are modelled by all adults and children are encouraged to practise the above.

There is a well-established culture of smiling and positive body language. Good manners are explicitly taught and modelled and there are high expectations regarding these. All adults and pupils practise the above.