

PASSMORES EXPERIENCE SLE FORM - High Expectations - learning-focused

Date:

Class:

Teacher name:

SLE visitor:

HIGH EXPECTATIONS: As teachers, we model our expectations of students through our own punctuality, preparation and focus. We set ambitious targets and do not allow students to 'coast'. Behaviour is based on mutual respect and unconditional positive regard, underpinned by our core expectations and a growth mindset ethos. Students are driven by their own high expectations, are on time, ready to learn and focused. Through the setting of ambitious objectives students strive to improve each lesson and do not coasting. Students are respectful and self-motivated.

	Example(s) of evidence seen within the lesson
Students learn and contribute to a focused and purposeful environment.	
Students use the clear learning outcomes shared within lessons and do not coast as a result.	
Learners take pride in their work.	
Students are ready to learn and strive to improve in every lesson.	
Students respond with quality verbal contributions indicative of the shared expectations within the classroom.	
Student misbehaviour is the exception rather than the norm due to the high expectations and mutual respect of all.	

Possible questions for dialogue following the observation

PASSMORES EXPERIENCE SLE FORM - Challenging - learning-focused

Date:

Class:

Teacher name:

SLE visitor:

CHALLENGE - Students of all abilities find their work difficult but rewarding. Inquiry, endeavour and creativity are encouraged and expected. The pace and direction of lessons encourages growth mindset, ambition and dedication to learning.

	Example(s) of evidence seen within the lesson
Students are able to answer a range of questions, including those which encourage deeper learning.	
Students are happy and able to clarify the misconceptions of others & support their peers by offering leading questions.	
Students use feedback to challenge themselves to be more ambitious in their learning.	
Students find the work difficult, but rewarding.	
Students engage with a variety of questions and activities that stretch their learning.	
Students are encouraged to find their own solutions.	
The pace of the lesson is challenging but not out of reach - it keeps students on their toes and engaged.	
Students are able to work independently, demonstrating a dedication and enthusiasm for their learning.	
Possible questions for dialogue following the observation	

PASSMORES EXPERIENCE SLE FORM - Clear Direction - learning-focused

Date:

Class:

Teacher name:

SLE visitor:

CLEAR DIRECTION - Every lesson will have intended outcomes. These will always be shared and communicated clearly. Students will know what is expected of them and what is required to succeed.

	Example(s) of evidence seen within the lesson
Students are clear on what they need to achieve to be successful.	
Students use the learning outcomes and checkpoints to assess their progress throughout the lesson.	
Students know how this lesson fits into the bigger picture.	

Possible questions for dialogue following the observation

PASSMORES EXPERIENCE SLE FORM - Inclusive - learning-focused

Date:

Class:

Teacher name:

SLE visitor:

INCLUSIVE - Every student should be comfortable and safe in the learning environment. This means that differences are celebrated and supported. There should be no fear of expression, excellence or failure. Individual needs are recognised, understood and met.

	Example(s) of evidence seen within the lesson
Students can learn in a safe and comfortable environment.	
Students are able to express themselves with confidence, without fear of expression, excellence or failure.	
All students can access the learning.	
Students are supportive of each other.	
Students are included in the learning and have a 'can do' approach even when they are struggling.	

Possible questions for dialogue following the observation

PASSMORES EXPERIENCE SLE FORM - Enjoy & Engage - learning-focused

Date:

Class:

Teacher name:

SLE visitor:

ENJOY & ENGAGE - Teaching and learning should be a pleasure for all. Excellent relationships, warmth and kindness underpin our practice. Classrooms are bright, tidy, cheerful and respectful.

	Example(s) of evidence seen within the lesson
The students and teacher enjoy learning together.	
Relationships are excellent throughout the classroom.	
Classroom is bright, tidy and cheerful.	
Students respect the environment and take care of the surroundings/ resources.	
Students are rewarded for their positive contributions.	
Students are engaged in their learning and poor behaviour is the exception rather than the norm.	
Students do additional work outside of the classroom because of their passion for the subject.	

Possible questions for dialogue following the observation

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PASSMORES EXPERIENCE SLE FORM - Differentiation - learning-focused

Date:

Class:

Teacher name:

SLE visitor:

DIFFERENTIATION - Knowledge of the students' individual needs informs planning and enables every child to make excellent progress. Different techniques or routes will be used within a lesson to enable all to succeed. One size does not fit all.

	Example(s) of evidence seen within the lesson
Students take varied approaches to their learning and can choose different stages and activities in the classroom.	
Students are able to successfully progress in their learning by engaging in activities that are suited to their level of skill & understanding.	
Students engage with other adults in the classroom to support their learning.	
Students participate in different activities and outcomes are varied depending on the student.	
Students participate in group work to enable them to access learning.	
Students are aware of where to start in their learning journey and access the support available for them to move forward.	
Students support each other in the classroom, working together to solve problems.	

Possible questions for dialogue following the observation

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PASSMORES EXPERIENCE SLE FORM - Growth through Feedback - learning-focused

Teacher name:

SLE visitor:

GROWTH THROUGH FEEDBACK - Students receive regular, excellent written and verbal feedback and can confidently demonstrate understanding of their areas of strength and how they can improve.

	Example(s) of evidence seen within the lesson
Students use verbal feedback from the teacher and peers to improve in the lesson.	
Students know their strengths and what they need to do to improve.	
Students engage with a range of questioning techniques that are used to inform learning.	
Students can respond to questioning and show improvements in their responses throughout the lesson.	
Students respond to written feedback from the teacher and their peers and use given time to improve their work and/or learning.	
Students respond well to feedback demonstrating a growth mindset because of the challenge expected of them.	
A range of self and peer feedback opportunities are positively used by students as a strategy to improve learning.	

Possible questions for dialogue following the observation

PASSMORES EXPERIENCE SLE FORM - Excellent Progress - learning-focused

Date:

Class:

Teacher name:

SLE visitor:

EXCELLENT PROGRESS - Lesson activities, formative and summative assessment are used to stimulate progress and support learning in a variety of ways. Students experience a sense of achievement in their learning and regularly demonstrate the progress they have made.

	Example(s) of evidence seen within the lesson
All students make progress in lesson/s and can explain what they have learnt or developed during the lesson/s.	
Students are given the opportunity to recap prior knowledge and can see where they are in the learning journey for that subject.	
Students use formative assessment (where comments only are given) to narrow gaps in their learning.	
Students use summative assessments (where a grade/mark & comments are given) to guide and support their learning.	
Students use DIRT time to respond to feedback on both formative and summative tasks - they can explain what they need to do next to progress.	
Students know what they need to do to be a success and where to access resources or support outside of the lesson to help them progress.	
Students use a variety of support opportunities in the lesson (e.g. peers, resources, templates, hint cards, their notes, 'being stuck' strategies', the teacher) to help them progress.	

Possible questions for dialogue following the observation