

PASSMORES EXPERIENCE SLE FORM - High Expectations - student perspective

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
I learn and contribute to a focused and purposeful environment.	
I use the clear learning outcomes shared within lessons and do not coast as a result.	
I take pride in my work.	
I am ready to learn and strive to improve in every lesson.	
I respond with quality verbal contributions that show the shared expectations we have of each other in lessons.	
I rarely misbehave due to the high expectations and respect I have for the teacher and my peers.	

Possible questions for dialogue following the observation

PASSMORES EXPERIENCE SLE FORM - Challenging - student perspective

Date:	Class:	Teacher name:	SLE visitor:
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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
I am able to answer a range of questions, including those which encourage deeper learning.	
I am happy and able to clarify the misconceptions of others & support my peers by offering leading questions.	
I can use feedback to challenge myself to be more ambitious in my learning.	
I find the work difficult, but rewarding.	
I engage with a variety of questions and activities that stretch my learning.	
I am encouraged to find my own solutions.	
The pace of the lesson is challenging but not out of reach - it keeps me on my toes and engaged.	
I am able to work independently, demonstrating a dedication and enthusiasm for my learning.	

Possible questions for dialogue following the observation

PASSMORES EXPERIENCE SLE FORM - Clear Direction - student perspective

Date:	Class:	Teacher name:	SLE visitor:
<i>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.</i>			
		Example(s) of evidence seen within the lesson	
I am clear on what I need to achieve to be successful.			
I use the learning outcomes and checkpoints to assess my progress throughout the lesson.			
I know how my lesson fits into the bigger picture.			
Possible questions for dialogue following the observation			

PASSMORES EXPERIENCE SLE FORM - Inclusive - student perspective

Date:	Class:	Teacher name:	SLE visitor:
<i>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.</i>			
		Example(s) of evidence seen within the lesson	
I can learn in a safe and comfortable environment.			
I am able to express myself with confidence, without fear of expression, of showing excellence or of failure.			
The students around me seem to be accessing the learning.			
Students in my lessons are supportive of each other.			
I feel included in the learning and have a 'can do' approach even when I am struggling.			
Possible questions for dialogue following the observation			

PASSMORES EXPERIENCE SLE FORM - Enjoy & Engage - student perspective

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
I enjoy learning alongside my peers and my teachers.	
The learning relationships with my teachers and peers are excellent.	
My classrooms are bright, tidy and cheerful.	
I respect the environment and take care of my surroundings and resources.	
I am rewarded for my positive contributions.	
Behaviour incidents are rare in my lessons as myself and my peers are engaged in our learning.	
I do additional work outside of the classroom because of my passion for certain subjects.	

Possible questions for dialogue following the observation

PASSMORES EXPERIENCE SLE FORM - Differentiation - student perspective

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
I take varied approaches to my learning and can choose different stages and activities in the classroom.	
I am able to successfully progress in my learning by engaging in activities that are suited to my level of skill & understanding.	
I engage with other adults in the classroom to support my learning.	
I participate in different activities and outcomes are varied depending on my own learning stage.	
I participate in group work to enable me to access learning.	
I am aware of where to start in my learning journey and access the support available for me to move forward.	
We 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 - student perspective

Date: _____ Class: _____ 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
I use verbal feedback from the teacher and peers to improve in the lesson.	
I know my strengths and what I need to do to improve.	
I engage with a range of questioning techniques that are used to support my learning.	
I can respond to questioning and show improvement in my responses throughout the lesson.	
I respond to written feedback from the teacher and my peers and use given time to improve my work and/or learning.	
I respond well to feedback demonstrating a growth mindset because of the challenge expected of me.	
I am positive in using a range of self and peer feedback opportunities to improve my learning.	

Possible questions for dialogue following the observation

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PASSMORES EXPERIENCE SLE FORM - Excellent Progress - student perspective

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

Possible questions for dialogue following the observation