

TEACHING AND LEARNING: SELF EVALUATION:

Teacher as planner

		In Place	OK can be better	Needs work
A1	Schemes of work describe learning activities and resources			
A2	Work is organised with clear learning objectives built on prior learning			
A3	Relevant resources available in class for range of learning styles			
A4	Subject portfolios of student work exist and are used			
A5	Pupils work is regularly monitored			

Teacher as facilitator and guide

		In Place	OK can be better	Needs work
B1	Teacher gives clear direction and guidance			
B2	Routine events and problems dealt with swiftly			
B3	Praise given and rewards issued			
B4	Students given time to present, review and reflect on work			
B5	Study skills are developed			
B6	Students work on tasks independently			
B7	Clear criteria for success and purpose of tasks is given			
B8	Students can discuss feelings			

Teacher as deliverer and leader

		In Place	OK /can be better	Needs work
C1	Teacher shows flexibility in responding to events			
C2	Instructions, descriptions and explanations are clear and concise			
C3	Teacher uses a number of strategies to differentiate work by ability			

Role of the Learner

		In Place	OK can be better	Needs work
1	Students work within departmental defined procedures			
2	Students respect one another's views and values			
3	Students organise their equipment, work and planning			
4	Students can explain what they are doing			

5	Students respond positively to the work of others			
6	Students show respect for possessions of others and fabric of school			
7	Students' work shows improvement over time			
8	Students evaluate their own learning			

The Learning Environment

		In Place	OK can be better	Needs work
1	Relevant displays are attractively arranged			
2	Student work is also displayed			
3	Displays reflect different stages of learning			
4	Furniture layout provides space and flexibility			

Resources

		In Place	OK can be better	Needs work
1	Resources reflect full ability range			
2	Resources are stored for easy use by students			
3	Resources are varied for preferred learning style			
4	Students and adults share organisation and rules for use and return of resources			

Ethos

		In Place	OK can be better	Needs work
1	Interest is shown in individual personal needs of students			
2	Praise and encouragement is used			
3	Student views are listened to and valued			
4	Students are encouraged to develop skills and work co-operatively			
5	Students listen to, discuss and value the contributions of others			
6	The teacher encourages a high level of expectation and commitment			
7	The teacher creates meaningful contexts in which learning can take place			

We are using an OFSTED evaluation tool in order to establish the needs for the next phase of the School Improvement Plan. It is vital that you give some serious thought to the provision of evidence for your judgements.

Name:
Department:

Guidance on the 1 – 7 scale

- | | | |
|---|----------------|--|
| 1 | Excellent | exceptional; outstanding; very highly effective; very rapid (as in progress) |
| 2 | Very good | well above average; highly effective; rapid |
| 3 | Good | above average; effective |
| 4 | Satisfactory | average; acceptable; sound; typical |
| 5 | Unsatisfactory | below average; inadequate; slow; ineffective |
| 6 | Poor | well below average; very ineffective; slow |
| 7 | Very poor | extremely ineffective; extremely slow |

Please supply a tick in the appropriate box and present evidence showing barriers to progress and strategies to overcome the barriers.

1 Overall, how well do students achieve in your department at Key Stage 3?

1	2	3	4	5	6	7

Evidence to support judgement:
Barriers to learning:
Strategies to overcome them:

2 Overall, how well do students achieve in your department at Key Stage 4?

1	2	3	4	5	6	7

3	Evidence to support judgement:
	Barriers to learning
	Strategies to overcome them:

1	2	3	4	5	6	7

Evidence to support judgement:

Barriers to learning:

Strategies to overcome them:

4 How do you think students with learning difficulties cope in your subject?

1	2	3	4	5	6	7

Evidence to support judgement:

Barriers to learning:

Strategies to overcome them:

5 How well do boys achieve in your subject?

1	2	3	4	5	6	7

Evidence to support judgement:

Barriers to learning:

Strategies to overcome them:

6 How effective is teaching and learning in your subject?

1	2	3	4	5	6	7

Evidence to support judgement:

Barriers to learning:

Strategies to overcome them:

7 How effective is assessment in your department?

1	2	3	4	5	6	7

Evidence to support judgement:
Barriers to learning:
Strategies to overcome them:

8 What is the quality of your subject in offering breadth to students in vocational education?

1	2	3	4	5	6	7

Evidence to support judgement:
Barriers to learning:
Strategies to overcome them:

9 What is the quality of your subject in stretching the gifted and talented?

1	2	3	4	5	6	7

Evidence to support judgement:
Barriers to learning:
Strategies to overcome them:

How well does the accommodation meet the needs of teaching and learning?

1	2	3	4	5	6	7

Evidence to support judgement:
Barriers to learning:
Strategies to overcome them:

11 How well do resources meet the needs of teaching and learning?

1	2	3	4	5	6	7

Evidence to support judgement:
Barriers to learning:
Strategies to overcome them:

12 How well does the Department work with parents, other schools and the community?

1	2	3	4	5	6	7

Evidence to support judgement:
Barriers to learning:
Strategies to overcome them: