



## **Teaching and Learning Policy**

## **1 Purpose**

The purpose of this policy is to ensure that rigorous monitoring and evaluation of the teaching taking place and that each student's progress and attainment is achieved through the application of consistent and agreed school procedures which are in line with the School's Vision, Purpose and Mission Statement.

As a High Performance Learning School, the school is committed to pedagogy that promotes limitless learning for all students, and where HPL pedagogy is explicitly shared and developed with students as part of their learning process.

All academic staff are expected take an active interest in their own professional development and how their performance has a positive impact on student learning in the classroom. Teachers are given access to a variety of curriculum professional development opportunities and are expected to participate actively in the school's professional management processes for academic staff.

The Sheffield Private School's High Performance Learning approach recognises that all students have the potential to accomplish the highest results and emphasises the importance of students developing the attitudes and performance characteristics required to achieve that success.

The **Dubai Schools Inspection Bureau's** expectations for Teaching & Assessment are as follows:

1. Teachers should have good knowledge of their subjects and how students learn from them – including the use of internal assessment data and CAT4/GL Progress Test Data to inform planning and to help differentiate lessons to meet the needs of all students.
2. Teachers are responsible for effective lesson planning, the learning environment and the use of time and resources in the classroom.
3. Teacher-student interactions should include the use of questioning and dialogue.
4. Teaching strategies should meet the needs of individuals and groups of students.
5. Teaching should develop critical thinking, problem-solving, innovation and independent learning skills among students.

All teachers should plan and prepare to ensure that all lessons incorporate evidence of the above and that all students and groups or students are enabled to do their very best to achieve the 'very good' and 'outstanding' actions taken in relation to the above DSIB expectations.

## **2 Rationale**

The principles of teaching and learning at TSPS are as follows:

- To include all students in a culture of the highest aspirations and expectations of work and behaviour and to encourage and mentor students to become limitless learners.
- To enable all students to achieve their best in all subjects, tasks, and activities in which they participate.

- To establish the centrality of literacy and numeracy across the curriculum.
- To infuse learning skills across the curriculum, with a particular focus on the Values, Attitudes and Attributes and the Advanced Cognitive Performance Indicators related to High Performance Learning.
- To encourage independent learning so that students become self-motivated and independently-able life-long learners.
- To expand teachers' repertoire of teaching strategies and techniques, enabling them to become High Performance Learning teaching champions.

The school has high expectations of everyone in our community, and in this we aspire for all stakeholders to play their role in enabling the school to become an effective, collaborative, and harmonious high-quality teaching and learning community.

### **3 Principles**

#### **3.1 Teachers' Learning**

- All teachers are leaders of learning and should demonstrate through their own example that they are lifelong learners. We use this philosophy to support the continual improvement of teaching and learning, which thereby contributes to the school improvement strategic plans.
- Professional development is essential for supporting all adults to develop their own learning. Teachers are expected to take an active interest in and responsibility for developing their teaching practice and are supported by the school to do this through Curriculum Professional Development provided, and taking an active role in the school's Professional Management Processes.

#### **3.2 Teaching & Learning with Children**

We believe that children learn best when they:

- are happy;
- are interested and motivated;
- achieve success and gain approval;
- are given tasks which match and extend their ability;
- clearly understand the task;
- are confident, feel secure and are aware of boundaries;
- are challenged and stimulated;
- work in a safe and hazard free environment;
- are given appropriate support by parents and school staff when needed;

### 3.3 The Learning Experience

This should be organised to ensure that children have the opportunity to:

- work independently, in groups, and as a class;
- make decisions;
- work co-operatively;
- solve problems;
- be creative;
- discuss their ideas;
- develop social skills;
- develop independence;
- use initiative;
- receive support;
- achieve academically;
- given opportunities to understand and develop the use of High Performance Learning ACPs and VAAs as part of their learning process;

Children should be encouraged to develop **organisational skills and independence** through:

- carefully selected and appropriate tasks;
- confidence building;
- example;
- co-operation;
- provision of suitable opportunities;
- responsibilities;
- use of technology;

### 3.4 The Learning Environment

Learning best takes place in an environment which:

- is safe and gives security;
- is challenging and stimulating;
- is peaceful and calm;
- is organised;
- is well resourced;
- makes learning accessible;
- is encouraging and appreciative;
- is welcoming;
- is collaborative;

#### 4 The TSPS approach to Effective Learning

At The Sheffield Private School, we believe that consistent parameters for effective teaching and learning are essential to outstanding student progress and attainment success.

We ensure that effective learning has the best chance by:

- ❑ Teachers using High Performance Learning pedagogy in all their lessons;
- ❑ Teachers having a thorough knowledge of the curriculum subject that they teach;
- ❑ Teachers effectively using available student assessment data, such as CAT4/GL Progress Tests and internal summative and formative assessments to effectively inform planning and differentiation for both individual and specific cohorts of students;
- ❑ Tackling literacy deficiency in the school; by incorporating reading skills, spelling and extended writing frequently in lessons;
- ❑ Effectively dealing with any inappropriate behaviour or uniform issues swiftly and robustly;
- ❑ Forming positive relationships with the children in the class and other members of the school community, including teaching and administrative colleagues;
- ❑ Using resources effectively, including other adults when available, to support children's learning;
- ❑ Ensuring Inclusion Support is effectively implemented to rapidly improve progress of SEND students;
- ❑ In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their IEP of SEND indicates disapplication. Staff will actively support all children to reach their potential regardless of their diagnostic learning challenges.
- ❑ Children who receive additional or extra support, including those with an IEP of SEND to have learning plans specifically tailored to their needs. These are followed as far as possible as part of the normal classroom teaching but will sometimes require specific input involving withdrawal from the main classroom environment for short periods of time.
- ❑ Ensuring identified Gifted and Talented students are encouraged to maximise their potential in achievement, by provision that may extend beyond normal class planning.
- ❑ Ensuring that a register is taken to record student attendance and secure the health and safety of students in school at any given time;
- ❑ Ensuring lessons are created on PowerPoint slides when agreed, and displayed on the IWB (Interactive White Board). This helps provide a record of the lesson for future reference, revision by students or to support students absent from lessons;
- ❑ Ensuring that lessons effectively incorporate technology when appropriate, and utilising the 'bring your own device policy' in Years 3 upwards.

- ❑ Ensuring all planned activities have visible timers which assists students with Speed and Self-Regulation in task completion.
- ❑ Setting clear learning objectives that are always clearly displayed and explained to students and integrated into any PPT slide used in a lesson. The learning objectives should include specific subject related objectives along with those related to HPL development.
- ❑ Ensuring that all lessons follow a clearly defined teaching and learning model which involves pedagogy to develop higher order thinking skills, innovative use of technology and student-led learning; questioning should be open-ended and allow a teacher-student dialogue.
- ❑ Students should be empowered to work independently, to problem-solve and critically evaluate to find solutions through teacher facilitation, discussion, research and analysis.
- ❑ Ensuring that lessons end with a summary/plenary of what has been taught and learned, and students have an opportunity to reflect on their achievement against the subject and HPL learning objectives and plan any necessary next steps, when appropriate.
- ❑ Ensuring that students are dismissed in an orderly fashion if leaving the class and directed promptly to their next lesson. Students should never be detained behind at the end of the allocated lesson time.

## **5 Responsibilities for Teaching & Learning**

### **Classroom Teachers**

Classroom teachers are responsible for the rapid progress of learners in their classes and for self-evaluating their own professional development and how this impacts student learning.

This is achieved by:

- Teachers self-evaluating their subject knowledge and understanding of educational and national initiatives and upskilling themselves where necessary;
- Teachers self-evaluating the quality and effectiveness of their own teaching and their classroom management;
- Teachers regularly and effectively, and in accordance with school policy, monitoring and recording learner progress to ensure all learners achieve well against prior achievement and similar groups nationally and internationally;
- Teachers self-evaluating their contribution to the policies and aspirations of the school;

## **Form Tutors**

Form Tutors are responsible for contributing to, and monitoring the progression and well-being of, individual learners in their tutor group and for providing support and advice to those learners, both socially and academically.

This is achieved by.

- Form Tutors monitoring student individual academic progress and attitudes of individual learners through academic tracking/progress checks;
- Form Tutors encouraging and developing the ability of learners to evaluate and take responsibility for their own learning;
- Form Tutors monitoring the behaviour, attendance, homework, use of planners, rewards, sanctions and uniform of students;
- Form Tutors supporting subject teachers with any underachievement of students;

## **Middle Leaders**

Middle Leaders are responsible for effective curriculum delivery in their subjects/year groups, the quality of teaching within their teaching teams, and evaluating the quality of learning taking place through analysis of student achievement data.

This is achieved by:

- Middle Leaders evaluating the teaching of their subject, and the planning of lessons through monitoring and observation and using this analysis to identify and share effective practice and to lead action for improvement;
- Middle Leaders ensuring curriculum coverage, continuity and progress for all learners;
- Middle Leaders establishing and implementing clear policies and practices for assessing, recording and reporting on learner progress and setting targets for further improvement in line with whole school policies;
- Middle Leaders analysing and interpreting data on learners' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual learners and key groups;
- Middle Leaders monitoring learners' work through regular work scrutiny (the regularity of which to be agreed within phases and subjects), regular sampling of homework, classwork, learners' responses to feedback and attitudes in order to make a comparative evaluation of learners' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement;
- Middle Leaders observing teachers regularly and giving constructive feedback;
- Middle Leaders evaluating the progress of teaching and learning targets in departmental/subject/year group development plans, in line with The School Improvement Plan;

## **Executive and Senior Leadership Team**

The ESLT and SLT Team will work to:

- Ensure TSPS adheres to KHDA requirements and HPL pedagogy;
- Ensure TSPS maintains a learning environment which promotes and secures outstanding teaching, effective learning, high standard of achievements and effective behaviour for learning;
- Create and maintain excellent relationships with parents to improve the experience for their child in TSPS;
- Set priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. This will include tracking improvement progress on the School Improvement Plan.
- Monitor and evaluate through termly department reviews, classroom observations of teaching and learning through formal observation periods, and learning walks as part of the TSPS PMP.

## **Head of Inclusion**

The Head of Inclusion coordinates provision for children with special educational needs. This is achieved through:

- Liaising with and advising teachers to identify student's needs; arranging any in-school specific assessments or monitoring to help identify any barriers to learning;
- Managing and supporting other classroom staff working with vulnerable learners;
- Overseeing the records on all children with Special Educational Needs;
- Liaising with and advising all staff on the graduated approach to managing students of concern;
- Liaising with parents of children with SoD, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress;
- Overseeing and supporting staff in identifying key needs and outcomes to be recorded on IEPs;
- Providing a termly review of progress against expected outcomes as identified on IEPs by the class teacher; ensuring learning objectives are revised and reviewed in liaison with the class teachers and parents;
- Liaising closely with a range of outside agencies to support SoD/vulnerable learners in consultation with parents;
- Ensuring that any accommodation schedule provided for each student is implemented in the classroom;

## **Special Educators/Learning Support Teachers**

The Special Educators/Learning Support Teachers are responsible for the following:

- Formulating intervention plans;
- Implementing agreed intervention programs for the identified SOD students through IEPs;



- Working under the guidance of the HOI to ensure provisions for each student in the register is constantly updated as per need;
- Updating the parents on the progress of the students;
- Supporting teachers in their phase with parent meetings when requested;
- Tracking progress towards outcomes set by a class teacher for specific SOD students. Providing effective feedback to the teacher on interventions;
- Collaborating with the HoI to match classroom provision to the specific needs of the student;
- Contributing to progress reviews or annual reviews;

## **Teaching Assistants**

We have a number of support staff who play a central and specialised role in our learning processes. Key elements of their role are:

- To support student learning; either through direct delivery or by enabling access for identified children in the classroom;
- Supporting a small group within the classroom;
- Delivering intervention groups under the guidance of the teacher;
- Preparing resources to enable effective learning;

## **6 Teaching**

### **Planning and Preparation**

Teachers should plan lessons:

- which allow learners to progress in their learning;
- where the learning that is required to take place in each part of the lesson is clear and checkable.
- which uses a clear four-part structure, where relevant to do so:
  - Introduction/*Starter* (Connect phase)
  - Set Task/Challenge (Activation phase)
  - Do Task (Demonstration phase)
  - Plenary (Consolidation phase)
- which use plenaries and stock-taking to summarise learning, and help learners to understand what they have achieved and how to improve;
- which allow learners to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application;
- which are differentiated for varying needs by task, resources, outcomes and/or method;
- which are innovative and use stimulating resources including encouraging use of technology and e-learning, which are differentiated as appropriate to the learners;
- which provide pace and challenge for all learners;
- which use effective questioning (Bloom's Taxonomy) and AFL techniques to direct and challenge learners;
- which incorporate the school's Literacy, Numeracy and Technology Policies;

- which meet external requirements;
- which are informed, when appropriate, by prior learning;
- which are enjoyable and interesting;
- which explicitly develop the ACPs and VAAs as identified for a High Performance Learning classroom;

### **Teaching styles**

Teachers should use teaching strategies which:

- allow learners to learn in different styles i.e. visual, auditory or kinaesthetic;
- Allow learners to work both independently and collaboratively, and which contribute to one another's learning;
- Use positive behaviour management and encouragement for learners to achieve, including praise and rewards according to school policy;
- Use topics which are relevant and within learners' experience;
- Use others to deliver the lessons (e.g. other learners, auxiliaries, outside agencies) in order to facilitate outstanding progress;
- Use tasks that develop Meta-thinking, Linking, Analysing, Creating, and Realising to ensure that students develop and practice the Advanced Cognitive Performance Indicators, that are essential for High Performance Learning.

### **Assessment, Recording and Reporting (See Policies for Secondary and FS/Primary)**

Teachers should:

- assess learners' work regularly according to the School's Assessment Policies;
- use analysis of assessments to inform their teaching and support learners' progress;
- use data to ensure learners are working at their full potential and set targets to achieve this;
- inform parents and appropriate staff within school of students' progress or underachievement.

## **7 Learning**

Learners should:

- Be prepared for lessons with the correct equipment;
- Attend class when in session and arrive at classes promptly;
- Complete homework as directed and in the given timescale;
- Take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work;
- Make positive contributions to class discussions;
- Follow school policies and procedures;
- Take responsibility for improving their own learning by responding positively to feedback and asking for help if required;
- Work collaboratively with teaching staff and their student peers;

## **7.1 Assessment**

Teacher assessment of student outcomes is a continuous process. We aim to ensure that learners have their work regularly assessed and their achievement recorded so that they are encouraged and shown how to improve in a personalised way.

Assessment of learner achievement at The Sheffield Private School will include regular marking of books, class tests and assessments of coursework, classwork and homework and peer assessment. Teachers will often take account of both EFFORT and ATTAINMENT. Learner self-assessment is encouraged when this is possible at both the primary and secondary level.

## **7.2 Marking**

Teachers will ensure that books and/or homework are checked regularly in alignment with the school's Marking and Feedback Policies.

## **7.3 Target Grades**

The end of year target grade is the minimum grade that learners should expect to achieve by the end of the academic year according to prior achievement data. The end of Key Stage target gives an indication of the possible final grade. Prior data is taken from previous end of year grades and GL assessments.

In every school subject taught, every term, teachers will record a grade that measures student attainment. This is the level that the learner is currently achieving. This Grade is aligned with the School's Grading System and will undergo a moderation process before being finally recorded. When compared with the target grade it indicates how well the learner is progressing.

Teachers may also give Grades based on attitude and behaviour, concentration in class, and homework, to give parents, staff, and learners a further picture of student performance across the board.

Learners giving particular concern in light of their received Grades will be subject to a range of interventions and support.

The progress of all learners is tracked each term using progress against targets.

## **8 Lesson Observations, Learning Walks, and Work Scrutiny**

The school believes that consistent parameters for effective teaching and learning are essential to students' progress and success.

Classroom observation is considered a vital tool to support the TSPS PMP process and to evaluate teaching and learning. The aim of any classroom observation, be it formal lesson observation or a learning walk is to provide opportunities for staff as part of their on-going professional development.

The school's structured PMP process includes a set of TSPS Teacher Standards and documents aligned with these which measure the quality of both teaching and learning taking place along with evaluations against KHDA student learning indicators and High Performance Learning parameters

Staff involved in observations will:

- Carry out their role with professionalism, integrity, and courtesy;
- Evaluate objectively and in-line with agreed parameters;
- Provide accurate, fair and timely feedback to teachers;
- Share information gained from observations ensuring confidentiality where appropriate;

The Principal, or any agent directed by the Principal, may monitor any lesson at any time, as part of their normal duties and statutory requirements.

### **8.1 Lesson Observations at The Sheffield Private School**

The sharing of lesson observations within departments and across teams of teachers and associate staff is pivotal in the development and improvement of all teaching professionals. The opportunity to learn from observing each other is fundamental to the improvement of teaching and learning. Some of these observations will be related to quality assurance and some will be in the form of coaching and mentoring to support professional development.

The aims of lesson observations are to:

- Identify and share good practice;
- Evaluate the quality of teaching in line with TSPS Teacher Standards, DSIB Framework, HPL Best Practice Teaching and to assist in setting targets for improvement.
- Track progress on teaching and learning issues or initiatives identified in the School Improvement Plan.
- Identify key aspects of teaching for development by departments and for the whole school.
- Identify and support teachers in the 'acceptable category';
- Standardise monitoring procedures including lesson observations through paired observations, learning walks and work scrutiny.

- Enable all teaching staff to understand school expectations in their teaching, give them feedback on that, and to support them in achieving that;

## 8.2 Learning Walks at The Sheffield Private School

Learning Walks are a series of organised and often focused enquiry walks through the school in order to collect specific evidence about teaching and learning. They are often carried out unannounced to better measure the impact of day-to-day learning undertaken by students.

Learning walks are intended to be developmental and constructive rather than judgmental.

Senior Leaders will commit to learning walks regularly. To ensure teachers benefit from the constructive feedback of learning walks, observers will spend 15-20 minutes in a lesson. Feedback to staff observed will be given.

Middle leaders and teaching peers will be encouraged to also carry out learning walks at appropriate times, to help share best practice or collect evidence for team discussion.

## 8.3 Work Scrutiny

Work scrutiny will form part of the ongoing evaluation process of teaching and learning. It will occur periodically throughout the year by either Middle leaders or Senior Leaders and will be used to check aspects of learning and teaching that includes the implementation of the school's marking and feedback policies.

## 9 Questioning

### The Importance of Questioning

Quality questioning by the teacher is essential for ensuring good levels of challenge. Skillful questioning can transform average learning into great learning. Questioning is something we do in every lesson and is a skill we constantly need to develop.

Research by Hattie (2009) found that on average, only 20% of questions asked by teachers required thought by students, 60% required factual recall, and 20% were procedural.

To ensure that our questions require students to think, we use **Blooms Taxonomy** to plan questions.

Ineffective questioning often occurs when:

- We don't allow students enough think time
- We expect a particular answer and do not accept or discuss divergent answers
- We do not explain or make use of wrong answers to improve learning
- We only ask certain people to participate

- Our questions are not challenging
- Our questions are not differentiated

Great questioning means that all learners are able to become involved and engaged in the questioning process. It can be very difficult to get all students to participate but below are some ideas that teachers have found effective:

1. Allowing time to discuss in pairs before answering – think, pair, share
2. Establishing no hands-up to ensure all students join in and are alert
3. Targeting individuals is important to ensure that questions engage and challenge every student. A key rule is to ask the question first and the student name second!
4. Bouncing the question around the room ‘who can add to this?’, ‘who can develop...answer?’

Great questioning can be used to better develop High Performance Learning ACPs by encouraging students to Connection Find, Critically think, See Alternative Perspectives, encourage Fluent Thinking, allow Big Picture Thinking, and Evolutionary and Revolutionary Thinking.

Questioning is paramount to success. Asking deeper questions are important because, by asking ‘why’ questions – ‘**elaborate interrogation**’ students become more *active learners*, which, aids recall.

Knowing what the students know, and what they don’t know, is crucial for we, as professionals, in accurately identifying what students are learning and understanding. We can ask ourselves the question: **Are students being asked enough ‘why’ questions in my classroom?**

This connects intimately with the question: ‘are my students making progress?’ Deeper questioning doesn’t just happen: it is modelled and scaffolded by the class teacher. Some ideas for reciprocal questioning to add to teacher’s lesson plans/context sheet:

#### **Guided reciprocal peer questioning: question bank**

What is a new example of...?

How would you use...to...?

What would happen if...?

What are the strengths and weaknesses of...? How does...tie in with what we learned before?

Explain why... Explain how...

How does... What is the... Why is... How are...different?

Compare...and...with regard to...

What do you think causes...?

What conclusions can you draw about...?

Do you agree or disagree with this statement: ...? Support your answer.

How are...and...similar?

How are... and...best...and why?

### **Blooms Revised Taxonomy**

**Remembering** Recalling information: recognising, listing, describing, retrieving, naming, finding

**Understanding** Explaining ideas or concepts: interpreting, summarising, paraphrasing, classifying, explaining

**Applying** Using information in another familiar situation: implementing, carrying out, using, executing

**Analysing** Breaking information into parts to explore understandings and relationships: Comparing, organising, deconstructing, interrogating, finding

**Evaluating** Justifying a decision or course of action: checking, hypothesising, critiquing, experimenting, judging

**Creating** Generating new ideas or ways of viewing things: designing, planning, producing, inventing

### **The Reflective Practitioner: Questions to ask about your lessons**

#### **Planning**

- What were the learning objectives for the lesson and for (named individual/group)?
- How were the learning objectives differentiated to meet the needs of (named individual/group)?
- How do the learning objectives for the lesson develop from previous work?
- What are the next steps in learners' learning in this issue/ area?

#### **Differentiation**

- What did the higher/medium/lower ability learners achieve in this lesson?
- What else might you do to ensure that named individual/group achieves well?
- What support was offered to learners with SEN/G&T?
- How did named individual/group access the tasks and content in the lesson?

- How does the lesson link to previous learning/the next lesson for named individual/group?
- What might you do to ensure that named individual/group needs are met?
- What were the objectives for the teaching assistant in this lesson?
- How did the teaching assistant/other adult support named individual/group needs?

### **Learner behaviour/attitude**

- How did named individual/group apply themselves to the task/learning required?
- What was the impact of the behaviour of named individual/group on the
- What was the impact of the behaviour of named individual/group on others?
- How would you summarise the attitude of named individual/group in the lesson?
- What might you do to improve the attitude of/behaviour of named individual/group?
- How successful was the teaching assistant in doing this?
- What could you do to help him/her become more successful in managing the behaviour of named individual/group?

### **Learning objectives/achievement/progress**

- What were the learning objectives for the lesson and for (named individual/group)?
- Did named individual/group achieve the learning objectives set?
- What is the evidence for this?
- Was the level of challenge appropriate for named individual/group? What is the evidence you used to reach this judgement ?
- How much progress did named individual/group make in this lesson? What is the evidence you used to reach this judgement ?
- How easy/difficult did named individual/group find the objectives of the lesson?
- What else could named individual/group have achieved in this lesson? How might you help them achieve this?

### **Gifted & Talented/Special Educational Needs/Inclusion**

- What individual needs does named individual/group have that are relevant to this lesson?
- How were the tasks/lesson content/your expectations adapted for named individual/group needs?
- What further provision could be made for named individual/group?
- How do the objectives of the lesson for named individual/group link to their IEP?



- What else could named individual/group have achieved in this lesson? How might you help them achieve this?

### **Technology/ICT**

- What were the objectives for the use of Technology in this lesson?
- What impact on learning did the use of Technology make in the lesson?
- How did the use of Technology extend learners' learning in the lesson?
- How might ICT have made greater impact on learning in the lesson?
- In what ways did the use of ICT extend the learning in the lesson?

### **Learning Styles**

- How did your teaching cater for the different learning styles of learners in the class?
- Which pupil or groups need specific emphasis or approaches to support the effectiveness of their learning?
- How were these pupils/groups supported in this lesson?
- How might you develop your teaching/the resources used to support named individual/group further?

### **Assessment**

- What opportunities for assessment were built into the lesson?
- What assessment information did you derive from the lesson?
- What does the assessment information tell you about the learners' learning and future needs?
- How does the evaluation of the lesson contribute to your overall assessment of the learners' achievement?
- What open-ended questions did you ask? How could these be developed further?

### **Resources and the learning environment**

- How effective were pupils in accessing the necessary resources and equipment in the lesson?
- How might this have been further improved?
- What support for the lesson's learning objectives could learners gain from the classroom displays and resources?

- What further resources might have extended this support for learners?

### **Learner Independence and ownership of learning**

- What was the balance between teacher directed learning and independent learner learning in the lesson?
- How effective was this balance in relation to the learning objectives of the lesson?
- How might any shift in this balance be achieved?
- How much independence did named individual/group take in their learning in the lesson?
- How might this be extended?