‘Teachers provide high quality teaching of a demanding curriculum that is appropriately enquiry led and systematically teaches the competencies that enable high performance.’

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| Criteria | Assessed through (for example…) |
| Lessons will be well planned so they match the current performance of learners in the class, scaffolded/adapted (aka differentiated) so that all learners are supported to develop towards high performance. | Examples of student’s work over time  Individual lesson planning where available/appropriate  Resources prepared for lessons / shared with colleagues  Written drop in feedback if requested  Student progress data  *Other evidence as relevant* |
| Lessons will be carefully sequenced and delivered in line with the subject curriculum, with adaptations being integrated in response to precise assessment of student learning. | Adapted work / schemes of learning  Resources prepared for these  Faculty / Phase leader monitoring records  Written drop in feedback if requested  *Other evidence as relevant* |
| Lessons will provide regular and frequent opportunities for student led / enquiry-based learning where they are supported to develop their skills as independent learners. | Examples of student work  Written drop in feedback if requested  Resources prepared for lessons / shared with colleagues  Adapted work / schemes of learning  *Other evidence as relevant* |
| The HPL ACPs and VAAs are clearly identified for every lesson and repeated reference made to them to develop student understanding of them. | Examples of student work  Written drop in feedback if requested  Resources prepared for lessons / shared with colleagues  Student HPL ambassador records  *Other evidence as relevant* |
| Students are given frequent formal and informal opportunities to demonstrate their understanding and confidence in using the ACPs and VAAs as part of their learning. | Written drop in feedback if requested  Examples of student’s work over time  *Other evidence as relevant* |