‘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 timeIndividual lesson planning where available/appropriateResources prepared for lessons / shared with colleaguesWritten drop in feedback if requestedStudent 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 learningResources prepared for theseFaculty / Phase leader monitoring recordsWritten 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 workWritten drop in feedback if requestedResources prepared for lessons / shared with colleaguesAdapted 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 workWritten drop in feedback if requestedResources prepared for lessons / shared with colleaguesStudent 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 requestedExamples of student’s work over time*Other evidence as relevant* |