**Impact questions**

**The following questions and exemplification support analytical and constructively critical analysis of everything that a teacher does or doesn’t do. Have you . . . . .**

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| **AOF 1 – High Expectations and Managing Behaviour** | | |
| **High Expectations ( CCF1)** | | |
| **Communicated a belief in the academic potential of all pupils ?** | Tasks that stretch but are achievable within a challenging curriculum - Intentional but consistent language – A positive environment - making mistakes and learning from them – effort and perseverance - Opportunities to engage parents and carers | |
| **Managing Behaviour ( CCF7)** | |
| **Developed a positive, predictable and safe environment for pupils?** | Respond quickly to any behaviour that threatens emotional safety – Establish a supportive and inclusive environment with a predictable system of reward and sanction – Work alongside colleagues as part of a wider system of behaviour management – Give manageable, specific and sequential instructions. – Check pupils’ understanding of instructions before a task begins. - Use consistent language and non-verbal signals for common classroom directions. – Use early and least-intrusive interventions as an initial response to low level disruption. |
| **Established effective routines and expectations?** | Establish routines at the beginning of the school year, then reinforce both in classrooms and around the school. - Create and explicitly teach routines that maximise time for learning. |
| **Built trusting relationships** **?** | Liaise with parents, carers and colleagues to better understand pupils’ individual circumstances & how they can be supported. – Respond consistently to pupil behaviour. – Engage parents, carers and colleagues with support. |
| **Motivated pupils ?** | Support pupils to master challenging content, which builds towards long-term goals. - Provide opportunities for pupils to articulate their longterm goals and help them to see how these are related to their success in school. - Support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically. |
| **Demonstrated consistently high behavioural expectations ?** | Create a culture of respect and trust – Clear behavioural expectations – Applying rules, sanctions and rewards – Acknowledge and praise pupil effort | |
| **AOF2 - Pedagogy** | | |
| **How pupils learn ( CCF2)** | | |
| **Avoided overloading working memory ?** | Pupils prior knowledge – How much new information to introduce – How to reduce distractions – Complex material into smaller steps | |
| **Built on pupil’s prior knowledge ?** | Sequence lessons – Build on foundational elements – Identify and plan to prevent possible misconceptions – Share understanding and points of confusion – Link known to what is taught | |
| **Increased the likelihood of material being retained ?** | Plan regular review and practice of ideas and concepts – Design practice, generation and retrieval tasks - Balance exposition, repetition and retrieval of knowledge and skills | |
| **Classroom practice ( CCF4 )** | | |
| **Planned effective lessons ?** | Break down tasks into constituent components - Use modelling, explanations and scaffolding – Teach foundation then problem solving and critical thinking – Remove scaffolding only after success - Consolidate and practice applying new skills/knowledge | |
| **Made good use of expositions ?** | Concrete representation of abstract ideas – Start expositions at the point of pupil understanding – Combine verbal and graphical | |
| **Modelled effectively ?** | Make process steps memorable and ensure recall – Narrate thought processes when modelling - Expose pitfalls and explain how to avoid them | |
| **Stimulated pupil thinking and checked for understanding ?** | Consider factors that support effective collaborative/paired work – Provide scaffold for pupil talk to increase focus and rigour – Plan activities around focussed ‘hard thinking’ – Include a range of question types to extend and challenge – Provide wait time between question/response ) | |
| **Adaptive Teaching ( CCF5)** | |
| **Developed an understanding of different pupil needs ?** | ( Support pupils with a range of additional needs, including SEND Code of Practice – Identify pupils who need new content further broken down – Use formative assessment – Work closely with SENCO and DSL under supervision) |
| P**rovided opportunity for all pupils to experience success?** | (Adapt lessons whilst maintaining high expectations and opportunity to meet expectations for all – Balance input of new concepts – Effective use of TA and other adults) |
| **Met individual needs without creating unnecessary workload?** | ( Decide whether intervening within lessons would be more efficient /effective than planning different lessons - Make use of well-designed resources – Plan to connect new content with pupils' existing knowledge or providing additional pre-teaching - Build in additional practice or removing unnecessary expositions ) |
| **Grouped pupils effectively?** | ( Identify how the school changes groups regularly, avoiding the perception that groups are fixed – identify how school ensures that any groups based on attainment are subject specific – Apply high expectations to all groups, ensure all pupils access rich curriculum ) |

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| **AOF 3 - Curriculum** | | | |
| **Subject and Curriculum ( CCF3)** | | | |
| **Delivered a carefully sequenced and coherent curriculum ?** | Identify essential concepts, knowledge skills and principles – Focus on key ideas – How curriculum informs lesson preparation – Learn and master essential concepts, knowledge , skills and principles – Accumulate and refine a range of effective resources - Awareness of misconceptions and how to help pupils how to master concepts | | |
| **Supported pupils to build increasingly complex mental models ?** | Revisit big ideas over time – Teach key concepts through a range of examples – Balance exposition, repetition, practice and critical skills and knowledge - Draw links between content and core concepts and principles | | |
| **Developed fluency ?** | Use retrieval and spaced practice to build recall – Provide tasks that support learning of key ideas | | |
| **Helped pupils apply knowledge and skills to other contexts ?** | Interleave concrete and abstract – Ensure relevant domain specific knowledge | | |
| **Developed pupils’ literacy ?** | Clear understanding of systematic, synthetic phonics – Support fluent readers and legible, fluent writers - Model reading comprehension – Promote reading for pleasure – Teach different forms of writing – Teach vocabulary explicitly and plan for repeated exposure to high utility and high frequency vocabulary - Modell and require high quality oral language | | |
| **AOF 4 – Professional Behviours** | |
| **Professional Behaviours ( CCF8)** | |
| **Developed as a professional ?** | Engage in professional development with clear intentions for impact on pupil outcomes, over time with opportunities for practice. - Identify and carry out duties relating to Part 2 of the Teachers’ Standards. Strengthen pedagogical and subject knowledge by participating in wider networks. - Learn to extend subject and pedagogic knowledge as part of the lesson preparation process. – Seek challenge, feedback and critique from mentors and other colleagues in an open and trusting working environment. - Reflect on progress made, recognise strengths and weaknesses and identify next steps for further improvement. - Engage critically with research and use evidence to critique practice. |
| **Built effective working relationships?** | Seek ways to support individual colleagues and work as part of a team. - Communicate with parents and carers proactively and make effective use of parents’ evenings to engage. - Work closely with the SENCO and other professionals to support pupils with additional needs - Make explicit links between interventions delivered outside of lessons with classroom teaching. - Share the intended lesson outcomes with teaching assistants ahead of lessons. - Ensure that support provided by teaching assistants in lessons is additional to, rather than a replacement for, support from the teacher – Contribute positively to the wider school culture and develop a feeling of shared responsibility for improving the lives of all pupils – Know who to contact with any safeguarding concerns and have a clear understanding of what to report. – Prepare teaching assistants for lessons under supervision. |
| **Managed workload and wellbeing ?** | Use and personalise systems and routines to support efficient time and task management – Understand the importance of the right to support – Protect time for rest and recovery and be aware of the sources of support available to support good mental wellbeing- Collaborate with colleagues to share the load of planning and preparation and make use of shared resources |
| **AOF 5 - Assessment** | | |
| **Assessment ( CCF6)** | | |
| **Avoided common assessment pitfalls?** | Plan formative assessment tasks linked to lesson objectives – identify ahead what indicates understanding - Choose externally validated materials to make summative assessments in controlled conditions – Draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments. | |
| **Checked prior knowledge and understanding during lessons?** | Structure tasks and questions to enable the identification of knowledge gaps and misconceptions – Use assessments to check for prior knowledge and pre-existing misconceptions – Prompt pupils to elaborate when responding to questioning to check secure understanding. – Monitor pupil work during lessons - Check for misconceptions | |
| **Provided high-quality feedback?** | Pupils’ responses to feedback can depend on a range of social factors - Scaffold self-assessment by sharing model work with pupils, highlighting key details. - Ensure feedback is specific and helpful in peer- or self-assessment. - Focus on specific actions for pupils and providing time for pupils to respond to feedback. | |
| **Made marking manageable and effective?** | How to record data to improve pupil outcomes. - Understanding written marking is only one form of feedback. - Identify efficient approaches to marking and alternatives to providing feedback - Use verbal feedback in place of written feedback - Reduce the opportunity cost of marking e.g. use abbreviations and codes. - Highlight errors related to misunderstandings, rather than careless mistakes when marking. | |
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