







VIDETE BONA DOMINI

## Primary SRR 10 for Effective Lessons

	<b>SRR 10 to include in every lesson</b>	<b>Description of what this looks like in practice</b>
<b>Quality of Teaching and Learning</b>  	<b>1) Learning objective of the lesson is clear and children are aware of the steps to achieve this.</b>	Review of prior learning and learning journey shared (lesson objectives and success criteria). Purpose for learning established/hook for learners.
	<b>2) A variety of teaching and learning strategies are used to engage the children.</b>	Interactive teaching and learning strategies used to engage children and promote exploratory talk. Language, concepts and skills modelled throughout the lesson. Cross-curricular links are evident and clear to children. Children are encouraged to work collaboratively where appropriate and the necessary skills for this are evident/developed.
	<b>3) Learning activities are differentiated to ensure all children can access the learning and are challenged appropriately.</b>	Differentiation of learning activities to ensure challenge and progress for all children by considering their starting points and individual needs. Guided groups used to challenge and support children's learning. Children apply and use knowledge to solve problems and address open ended/'big' questions.
	<b>4) Teachers are positive role models for all areas of the children's learning.</b>	Fundamental literacy and maths skills are modelled correctly across the curriculum. Correct spoken and written language is used at all times. Joined, cursive handwriting is modelled and promoted. High standards of presentation in self and work are shown by everyone.

<p><b>Assessment for Learning</b></p> 	<p><b>5) Progress by all children is evident and is appropriately monitored throughout the lesson.</b></p>	<p>Progress checked throughout the lesson against lesson objectives/success criteria using AFL strategies and questioning for learning. All learning groups make appropriate progress against the learning objectives.</p>
	<p><b>6) Regular feedback is given to children through both verbal and written communication.</b></p>	<p>Dedicated improvement and reflection time (DIRT) built into lessons to assess understanding, address misconceptions and develop. Marking and feedback is used well to identify strengths and where appropriate informs pupils of their next step in learning. Children respond appropriately to their feedback.</p>
	<p><b>7) Children reflect on their own learning and are clear as to how to improve and move their learning on.</b></p>	<p>Children are involved in assessing their own learning. Children have clear targets or objectives and are able to assess themselves against these.</p>
<p><b>Behaviour for Learning</b></p> 	<p><b>8) Positive behaviour for learning is promoted and evident throughout the lesson.</b></p>	<p>Effective learning habits encouraged. Transitions throughout the lesson are carefully planned and to ensure children quickly settle to their learning. Expectations of behaviour are sufficiently high. Growth mindset and the skills for independent learning are modelled and encouraged.</p>
<p><b>Quality of Provision</b></p> 	<p><b>9) The learning environment is engaging and supports the learning.</b></p>	<p>Learning environment is effectively used to engage and support children's learning. Sufficient resources are well matched to children's needs. Resources are easily and readily available.</p>
	<p><b>10) Support staff are clearly directed and have a positive impact on the children's learning.</b></p>	<p>Support staff are deployed effectively throughout the lesson to maximise learning opportunities. Support staff are clear about the learning objective and success criteria for the children they are working with.</p>