

Learning Review Criteria

	Transformational	World Class	Developing	Beginning
Resilience		<ul style="list-style-type: none"> Activities enthuse students so they persevere when faced with challenges. 	<ul style="list-style-type: none"> Students find most activities interesting and enjoyable and are keen to learn more. 	<ul style="list-style-type: none"> Students are enthusiastic about some of the activities but may not embrace them fully.
Climate		<ul style="list-style-type: none"> Routines for learning are clear. There is a positive atmosphere. Good relationships are apparent. 	<ul style="list-style-type: none"> Routines for learning are clear. The atmosphere is generally positive. 	<ul style="list-style-type: none"> Routines for learning are not clear. The atmosphere tends to be negative.
Thinking and engagement		<ul style="list-style-type: none"> All students are engaged at all times with sustained opportunities for deep thinking. 	<ul style="list-style-type: none"> Most students are engaged at all times with some opportunities for deep thinking. 	<ul style="list-style-type: none"> Some students are engaged throughout. There is little opportunity for deep thinking.
RWCM		<ul style="list-style-type: none"> Either reading, writing, communication (including oracy and vocabulary building) Maths or ICT skills are intrinsic to the lesson and evidenced through work. 	<ul style="list-style-type: none"> The work includes opportunities to develop any of these skills including oracy and vocabulary building. 	<ul style="list-style-type: none"> Opportunities to develop these skills might be missed or not considered.
Feedback		<ul style="list-style-type: none"> Detailed feedback and reflection takes place following data reports. Regular discussion with students occurs to give clear and detailed guidance of how to improve. 	<ul style="list-style-type: none"> Detailed feedback and reflection takes place following data reports. It is clear that students are provided students with guidance on what needs to be improved. 	<ul style="list-style-type: none"> Some feedback takes place following data reports. Students have had some feedback on how they can improve in key subjects.
Reflection		<ul style="list-style-type: none"> Reflection is a directed part of the lesson. Students respond to feedback with clear actions and by developing their evaluative thinking. 	<ul style="list-style-type: none"> Students reflect on their learning but some opportunities are missed. Some students respond to feedback and questioning. 	<ul style="list-style-type: none"> Reflection may be a directed part of the lesson. Students might respond to feedback and questioning.
Student ownership		<ul style="list-style-type: none"> Students can explain where they are in their learning and what the purpose of the learning. They are aware of what they need to do to progress their own social and self-development. 	<ul style="list-style-type: none"> Students can describe where they are in their learning and what the purpose of it is. They may be aware of what they to do to progress their own social and self-development. 	<ul style="list-style-type: none"> Students may be unable to describe where they are in their learning and the purpose of the learning. They are unaware of what they need to do to develop their own self and social development.

Learning Review Form				
Teacher:		Reviewer:		Date & time:
Teaching group:		Subject:		Number of students:
Review focus Duration of review Full <input type="checkbox"/> Drop in <input type="checkbox"/>	General		Resilience	
	Climate		RWCM	
	Thinking and engagement		Feedback	
	Reflection		Student ownership	
	Specific student group focus			
Summary of main points: 				
Key strengths: 				
Strategies or techniques to share: 				
Agreed areas for development: 				

Transformational

Staff achieving this level in specific aspects may be asked to work with colleagues to support pedagogical development. This should be selected if staff are willing to potentially support other staff. This may be through professional learning sessions, coaching or other forms of collaboration.